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ABSTRACT

The purpose of the Career Achievement Skills Training Program (CAST) is to equip students with the skills they need to make decisions and career plans. The author maintains that skills are observable, measurable and repeatable behaviors. He teaches these skills in three phases. First, students learn how to expand knowledge about themselves and a particular type of job by using people and things as resources. The next phase, the narrowing phase helps the students relate the career information to their value using a decision-making process. Finally, in the preparing stage, the students participate in an interview-internship with a person working in the field in which they are interested, and reevaluate their job decisions in light of their life styles and values. This manual describes the steps taken in educating teachers and counselors in the use of the CAST program. (HMV)

Acknowledgements

To Dr. Ted Friel, Dr. David Berenson and Dr. Richard Pierce who taught us and showed us by example, what it takes to live and work effectively and to develop a program which can deliver to students.

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who reached beyond themselves so that they could help others grow and live more effectively.

To Norma Horner, Judi Davis and Joyce Stevenson, my secretaries, for their patience, work and endless contributions to the CAST Inservice Training.

My deepest appreciation,

Judy Battenschlag
Project Director

Purpose of the Manual

To best understand the purpose of this manual, it is best to begin by explaining what this manual is not.

This manual was not written with the intention that someone could read it and then replicate the CAST inservice training program. It would be impossible to replicate the extensiveness and depth of our training without initial reliance on consultant assistance from Carkhuff Associates. This, however, does not mean that the CAST program could not be delivered without training. However, as Project Director, I could not assure you to what degree your program will be successful without training.

Based on the CAST project, it is my feeling that training is essential and therefore, this manual is written as a guide for that training process. It has several purposes:

1. - to provide the reader with an understanding of the CAST program.
2. - to provide the reader a conceptual overview of the Phase III CAST Inservice Training.
3. - to provide outcomes and recommendations for future training as offered by the CAST participants.
4. - to provide some generalized conclusions and suggestions for training as it relates to implimentation of the CAST program in other school districts.

These purposes are addressed in the following three sections:

1 - Introduction to the CAST program - page 1
2 - Overview of the Phase III CAST Inservice Training - - - page 3
3 - Outcomes and Recommendations - page 11
4 - Conclusions and Suggestions - page 13

Introduction to the CAST Program

Robert Carkhuff sums up the dilemna of students today when he says, "Chance will dictate their careers. Chance will dictate their success. Chance will dictate their fates. They may be lucky for a moment in time . . . or two . . . but they cannot be lucky for life."

Luck is not part of the CAST Program. CAST does not leave the fate of students up to chance. Instead, it equips them with the skills they need to make decisions and plan for their careers. These skills are Expanding, Narrowing and Preparing. The skills that make the difference between choice or chance. Skills that are observable, measurable and repeatable behaviors. Skills that help the teacher and counselor evaluate their effectiveness.

The CAST Program makes a skill delivery where most career programs do not. They fall short. They deliver facts: "Twenty-five percent more women are entering the fields of Business Management." Some deliver concepts: "Jobs can be grouped in clusters called job families." Others deliver principles: "If I know about more jobs, then I will have more jobs from which to choose." Few deliver skills: "Students will classify their jobs into two mutually exclusive categories." And rarer still, are those career programs that deliver a systematic program to teach the skill:

1. Generate job titles by thinking of the jobs you see on the way to school.
2. Ask yourself, "How are these jobs alike? How are they different?"
3. Name two groups in which all these jobs could be placed.
4. Put the jobs into their respective groups.
5. Ask yourself, "Can any job in group one also fit in group two?" If the answer is yes, then the two groups are not mutually exclusive.
6. Test out another classification system.

Without a program like the above, there is no assurance that students will be able to perform the skill. Without skills, students cannot act on what they know. Without skills, teachers and counselors do not know if they have made a delivery.

CAST provides the students, teachers and counselors with the career skills and programs they need to get from where they are in their career planning process to where they want or need to be. It provides a structure under which all existing career programs, units, activities, etc., can have a functional place. It is sequential, systematic and cyclical. The students learn how to expand information about themselves and the job by using people and thing sources. The narrowing phase helps the students relate the career information to their values using a decision-making process. Finally, in the preparing stage, the students conduct an interview-internship with a person working in the job they have chose, reevaluate their job decision in light of the information in other areas of their life. The process must be used to be maintained.

Through the skill process presented in the CAST program the students learn the skills of how to learn about and plan for their careers. These skills will help students increase their career and life choices. CAST students do not have to rely on chance to dictate their fates, they have skills to maximize their successes!

Overview of the Phase III CAST Inservice Training

Organization -

The following pages will explain the purpose and the component of the Career Achievement Skills Training which are listed below:

1) Selection of Participants
2) Preparation
3) Training Procedure
4) Teacher Observation
5) Follow-up Training
6) Trainer Observation Training
7) Materials and
8) Recommendations for future training.

An initial two-week summer training was conducted from 8:00 - 5:00 p.m. for approximately 25 selected teachers and counselors who were paid and received university credit for their participation. This initial training was led by Dr. Ted Friel and Dr. David Berenson and eight Pontiac trainers who had been in the CAST program the previous year and were serving as trainer interns. Following the summer training the Pontiac trainers assumed responsibility for all follow-up observations and training.

Purpose of Training -

One of the purposes of the CAST training was to insure that CAST teachers and counselors could first do the skills they were teaching their students. A second purpose was to give to the teachers and counselors the skills they needed to further develop and deliver the CAST program. Another purpose was the development of trainers who could continue the dissemination of the skills to others.

This training is based on Dr. Carkhuff's philosophy that the effectiveness of a program is a function of the skills of the people training, those delivering the program to students, as well as the effectiveness of the programs developed. So to insure the highest level of delivery and development in the CAST program - training was essential.

Content of Training

Human Skills

Representatives from Carkhuff Associates, assisted by the Pontiac trainers, conducted an inservice workshop which delivered human skills, such as: attending,

responding and initiating. These skills are verbal and non-verbal communication skills which allowed a "helper" to explore and communicate to the "helpee" where he is, where he wants to go, and how to help him get there. In addition, the "helper" uses problem solving or decision-making skills to help the "helpee" understand what alternative courses of action are open to him and to have him decide what alternative is best for him. The "helper" uses action skills to help the "helpee" develop a program which can help him act on his understanding and move him from where he is to where he wants or needs to be. (The above skills are found in the books The Art of Helping (Carkhuff 1972) and The Art of Problem Solving (Carkhuff 1974).

Education Skills

Also, the workshop addressed the education skills of diagnosing, goal setting, program (curriculum) development, teaching methods, learning strategies and classroom management. The first three skills help a teacher and counselor assess in which skill area, related to the subject matter, the student is having problems. These skills then allow the teacher and counselor to determine a goal for that student and then to develop a step by step program by which the student can reach the goal. The teacher and counselor then selects their teaching methods and strategies to reflect the skill being taught and the learning style of the student. Classroom management techniques are used to differentially reinforce student performance. (These skills are introduced in The Art of Teaching (Carkhuff, Berenson, Pierce 1974)

Career Skills

Finally, the workshop addressed the Career Achievement Skills of expanding, narrowing and action. The three Career Achievement Skills deal primarily with helping students expand information about themselves and jobs, giving them a way to decide among alternative choices and then providing them the skills to prepare for their choice. (These skills are found in The Art of Developing a Career (Friel and Carkhuff 1974)

Selection of Participants -

All Pontiac teachers and counselors were asked to apply for participation in the CAST program by completing a human, education and career selection inventories developed by Carkhuff Associates.[1] Teachers were chosen based on their inventory scores, grade level and availability for a two-week workshop in August 1973. Content area was not considered important in the selection

criteria. We were trying to identify effective teachers who could develop, deliver and disseminate the student and teacher skills. Therefore, their content specialty was secondary to their overall effectiveness in the human, education and career skill areas.

[1] Samples and a description of the inventories can be found in the Phase III Final Report PROGRAM EVALUATION SECTION.

Preparation for Training -

All of the CAST teachers were sent a pre-training assignment so that they would have some base of understanding before training began. They were asked:

1) to read The Art of Teaching, (Carkhuff, Berenson, Pierce 1974) The Art of Helping (Carkhuff 1972), The Art of Developing a Career (Friel and Carkhuff 1974), and The Art of Problem Solving. (Carkhuff 1974)
2) to select the parts which related most closely to their need
3) to discuss these sections during the first class.

Training Procedures -

The training outline was as follows:

1) An overview of the project objectives was presented and the teacher's role and responsibilities defined.
2) An overview of the human, educational and career training was given and related to the project goals which were presented in terms of student outcomes.
3) Training conditions and expectations were explained.
4) The two-week training schedule was previewed.

Mornings

1) The human achievement modules were presented, based on Dr. Carkhuff's book The Art of Helping (Carkhuff 1972), and The Art of Teaching (Carkhuff, Berenson, Pierce 1974) This was done in a large group.
2) The human achievement or interpersonal skills were then practiced in small groups with two people playing the roles of helper and helpee while the rest of the group gave feedback. Each group had a trainer who was a counselor from last year's program. The trainer had primary responsibility for providing direction and feedback for the group.
3) The homework assignment was given. The teachers and counselors were to practice the skills they learned and to write down what happened as a result of their use. These results would be shared the following morning.

Afternoons

1) The career achievement skills were taught in a large group to the teachers and counselors using the Phase II Lesson Plan Manual. (See Appendix A)
2) The elementary and junior high comic book, The Story of Who (Friel and Carkhuff 1974) was used as a visual model for the CAST program.
3) The Art of Problem Solving (Carkhuff 1974) was given as a homework assignment along with the career decision-making assignment.
4) The career achievement homework assignment was having the teachers and counselors become students and do the lessons in the Phase II Lesson Plan Manual. It was felt that only if the participants had gone through the manual as a student would they be able to effectively deliver the program to their students. In addition, they were asked to list ways they might deliver each lesson. This gave each teacher a pool of strategies from which he/she could choose in delivering his/her lesson.

Second Week Afternoons

After the teachers and counselors were familiar with the career skills, the afternoons were spent learning the educational skills necessary to further develop and deliver the CAST program. The Art of Teaching (Carkhuff, Berenson, Pierce 1974) served as the basis for this training. Teachers and counselors developed and practiced delivering their own lesson plans to other members of the group. The group members would then rate them as to how well they used the human, educational and career skills they had learned.

Evaluation

Teachers were evaluated on the same paper and pencil inventory they had taken in the beginning of the program. This gave some indication of their growth due to training.

Classroom Observations

Follow-up is the key to effective implementation of any inservice program. Teaching skills during a two-week workshop does not assure that they will be used correctly in the classroom. The reason for this is the conditions of training are vastly different than the conditions in the classroom. Therefore, to insure that all teachers could, in fact, use the human, education and career skills in their classroom delivery, periodic classroom observations were made by the trainers.

This was achieved by assigning each trainer one or two teachers to observe and follow-up. Where teachers and trainers were in the same building, those trainers observed those teachers. In the other cases, the trainers had flexible schedules which allowed them to observe the other teachers in their respective buildings.

Scheduling of observations was handled between the teacher and trainer. In the beginning, each trainer visited the classroom once a week for the entire CAST class period. As teachers became more comfortable and proficient in their delivery the frequency of visits was much less and for shorter periods of time. On the average each teacher was observed approximately five times from November to May.

During these visits, the trainer was assessing how effectively the teacher was presenting the career content as well as the effectiveness of his/her human and educational delivery skills. To perform the assessment, the trainers used an observational checklist developed by Carkhuff Associates personnel. (See Appendix B) The checklist is divided into the following five sections used to record the organization of lesson plan delivery:

Review - Inform students what skills they had learned previously.

Overview - Relate those skills to the new skills for that day and to the ultimate goals of the program.

Presentation - Make available the facts, concepts, principles and discrimination the students need to acquire and maintain the skills.

Exercise - Allow students to practice the new skill.

Summary - Reinforce the day's lesson skills and relate to tomorrow's skills.

Within each of the above five sections the following teacher skill areas were observed and rated.

1) Methods - How teachers presented material.
2) Content - At what cognitive level the material was presented.
3) Strategies - If and to what degree the teachers envolved the students in the learning process.
4) Attending - Description of the relative physical positioning of the teacher and student.
5) Responding - Quality of verbal interaction .
6) Reinforcement - Use of verbal teacher behavior to direct students behavior toward a predetermined goal.

Using a five-point scale developed for each area, the trainer would record all the teacher's behaviors for a 45-minute period. At the end of the observation, the trainer would have a profile of the teacher's delivery in each of these areas. Based on this information the trainer would briefly give feedback to the teacher and would make an appointment so that the teacher and trainer could discuss the observational checklist.

During these follow-up sessions the teachers and trainers discussed the career content, presentation and the delivery and how they could be improved. The checklist was used to select the area where the teacher had the greatest chance of improvement. Together, teacher and trainer set a behavioral goal within the deficient area and wrote a program which the teacher would practice for the next observation.

Teacher Observational Training

In order to observe and develop these programs for teachers, the trainers had to be trained. This observation training was conducted monthly by Dr. David Berenson. At this time problems and areas of concern regarding any part of the observation and follow-up sessions were discussed and programs developed to alleviate them. Here is an example of one trainer observational program:

Trainer Observation Program

1. Set up appointment with trainee.
2. Observe for one hour a week at first until you can discriminate areas of greatest need.
3. Respond to strength.
4. Initiate goal and program for area needing attention.
5. Develop small programs so that they can be achieved in one week's time.
6. Feedback to me on Friday major areas needing to addressed at university class.

Teacher Follow-Up Training

One night a month the teachers in the CAST program met with the trainers for follow-up training sessions for which they received credit from

Wayne State University. The skills the teachers were having difficulty with were reviewed and practiced. Teachers made tapes of their classroom sessions and reviewed them with their trainer to discuss strengths and weaknesses.

These classes were valuable to the teacher and trainer. Teachers received additional skills and programs plus help in those areas where it was needed. Trainers had a chance to assess where the group stood in relationship to the skills being addressed and could develop their programs to help the teachers.

Outcomes and Recommendations

The following training areas were discussed and recommendations made by the CAST teachers in a final evaluation session at the end of Phase III. The Project Director has summarized their comments and recommendations under the following training areas.

Human Skills

All participants felt the need for more training on the human skills. They recommended that the training proceed at a slower pace allowing them enough time to internalize their new discriminations and skills before moving on to the next training piece. In addition, they felt that the human skills should be introduced and practiced within their own content area before being introduced in the career area. Introducing the human skills in the context of a new content area (career) made the learning of the human or interpersonal skills somewhat difficult.

Also, they recommended practicing the human skills in a large group setting, in addition to the one to one practice, so that they could learn to use the skills under conditions similar to their classroom setting. Finally, they felt that taping the training sessions as well as their classroom delivery would help them make finer discriminations in assessing their own human skill development.

Educational Skills

As in the human skills, the participants urged that more time be spent learning the educational skills. Particularly emphasis they felt should be placed on developing learning strategies and content (facts, concepts, principles, skills and programs) skills in these areas would assist the teachers in individualizing and extending the curriculum to meet the needs of their students in their class. The teachers also recommended spending more time developing strategies for delivering the career skills so that they could have been more prepared when beginning to teach CAST.

Career Skills

The teachers felt going through the CAST program as students themselves, was essential. In this way mastery of the content was more assured. Once having learned the career content skills they could practice the delivery process which includes the use of the human or interpersonal skills and the educational skills. Teachers trying to be both student and CAST teacher at

the same time they got confused. When this happens their understanding of the integration and relationship of the human and the career skills is incomplete.

General Comments

Of all the training skills the teachers felt that the human and educational skills to be the most valuable. They felt that these skills had helped them grow personally and professionally. (See Appendix C) These are also the skills that were most generalized into their own content areas. Thus, they were seeing positive results in their speciality area as well as in the career area.

Observations (See Appendix B for checklist)

The teachers felt there was a need for fewer and more indepth assessment (finer discriminations) of the teachers deficit area so that programs could be tailored to individual needs. Some teachers felt that more time should be spent giving feedback on one skill area of deficit while other teachers felt they wanted to know about all areas. They also recommended that one skill area be focused on and programs developed and practiced before moving on to another skill area. Jumping ahead before mastery of any area left the teachers frustrated and unsure of their progress. The teachers suggested that one way to overcome their frustrated feelings was to use a recording system where the teachers could chart their progress so that they could see their own growth as they mastered each skill area.

Follow-up Training

Most teachers found the Wayne State University class to be helpful in providing them a chance to receive feedback and training in new skill areas. However, it was suggested that more time should have been spent on skill training and less on information giving. In other words, the content of the class could have dealt more specifically with the areas targeted from classroom observations. The teachers did feel that this class was beneficial in helping them bridge the gap between the summer inservice and their classroom delivery.

Conclusions and Suggestions

The following statements are general conclusions drawn from the Outcomes and Recommendations Section:

1. CAST inservice training is recommended for delivery of the CAST program.
2. The amount of training is dependent on the level of functioning of the trainees.
3. The quality of training is dependent on the level of functioning of the trainers and the level of their training program.
4. The training should be composed of human, education and career skills.
5. Follow-up training should continue all year and should be based on the observed needs of the teachers and counselors.
6. Teachers and counselors should be trained to transfer the skills into their own content area.
7. Classroom observations are essential to insure that the teachers and counselors are using the skills appropriately.
8. University credit should be given for the depth and extensiveness of this training.
9. Teachers and counselors who have delivered the program effectively and have the skills to train others should become trainers of the next group of teachers and counselors.
10. Teachers and counselors grow personally as well as professionally from the training.

Some suggestions to those readers who are interested in using the CAST program but are not sure whether or not training is necessary.

1. Assess your teachers to see if they can do the CAST skills.
2. If they can't, find someone who can teach them. (This someone should have delivered the CAST program successfully like the Carkhuff consultants or the Pontiac CAST trainers.)
3. If you can't find or afford someone to teach them, I would suggest this simple training procedure after first having had the teacher read The Work Skills Series.

A. Using the Phase II Lesson Plan Manual, have the teachers read and do the lessons as students.

B. Then have them write their own lesson to deliver the CAST objectives. (Encourage them to increase the number and quality of their methods and strategies.)

C. Have them practice delivering their lesson to the group.

D. Have the group give feedback as to strength and weakness of the delivery.

E. Have teachers use the Phase III Lesson Plan Manual with the Working Skills Series as support to deliver the program to their students.

F. Have a master teacher who is delivering the program observe the teachers.

G. Provide ongoing sessions where teachers can discuss their material, problems and concerns.

The above training procedure is only recommended after all other training alternatives have been exhausted. By using the Carkhuff consultants and/or Pontiac CAST trainers a level and quality of program delivery can be assured. Because we have never delivered the program without consultant trainers, it is impossible to state whether or not the CAST program would be successful in your site without this support. This is an important question to be researched.

If you are interested in delivering CAST in your setting, and want help, write Project CAST/PALS, Irving Elementary School, 1830 W. Square Lake Road, Pontiac, Michigan.

Also, if you want or need consultant help, contact Carkhuff Associates, P. O. Box 228, Amherst, Massachusetts 01002.

APPENDICES

Appendix A - Phase II Lesson Plan Manual

Appendix B - Observational Checklist

Appendix C - Anecdotal Information

CAREER ACHIEVEMENT SKILLS TRAINING*

TEACHER'S MANUAL

*The CAST Program is conducted under Part C of Public Law 90-576 and funded through the Michigan Department of Education under OE Letter of Assurance (project) No. V-261041-L, Grant Award OEO-0-72-0749, the plan being dated August 1972 (revised February 1973).

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H. Physical, Intellectual and Emotional Values Lists

I. Decision Making Chart

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K. Pre-Interview Program Chart

L. Job Skills, Self Evaluation and Step Chart

FOREWORD

The Career Achievement Skills Training program was delivered during the 1972-73 School year to representative Pontiac City School students from Grades 2-12. As a result of the first delivery many refinements were made. This Teachers' Manual is the result of having "taken out the bugs". Although, we are sure that many "bugs" remain, every attempt has been made to structure the manual in such a way that it will be informative and useful to teachers who are delivering CAST.

The narrative section of the manual explains the function of each of the Operational parts of the manual and makes suggestions for the most efficient and productive delivery of the CAST program.

The operational part of the manual is a step-by-step program for both teacher and student performance which leads to mastery of the stated objectives.

CAST GOALS AND OBJECTIVES

The following is a list of goals and objectives, by Module, for the CAST Program. Time allotment suggestions by objective and module and appropriate "think steps" for student use are included.

MODULE I - 4 hours

GOAL 1.0 EXPANDING JOB TITLES TO CHOOSE FROM USING THE INTERROGATIVE WHAT AND WHO.

P.O. 1.1 (1 hr.) Given a list of at least ten verbs which he has generated in response to the question, "What do people do?" the learner will supply at least two job titles for each verb in response to the question, "Who _ (verb) _?" using the format, "A (job title) _ (verb) ".

Think Steps:

1. Do I have 10 words and does each of the words describe something a person does?
2. Do I have two answers to every question?

GOAL 2.0 EXPANDING AND CLASSIFYING JOBS UNDER HEADINGS OF PEOPLE OR THINGS ON THE BASIS OF WHAT PEOPLE DO.

P.O. 2.1 (1 hr.) Given at least 20 jobs which he has generated, the learner will classify these 20 jobs into the categories of People Job or Thing Job, and will increase the number in each category to at least 20 jobs.

Think Steps:

1. Do the jobs under People Jobs require spending more time with and for people?
2. Do the jobs under Thing Jobs require spending more time with things?
3. Do I have at least 20 jobs under each heading?

GOAL 3.0 EXPAND AND CLASSIFY JOBS BY INTEREST AREAS FOR BOTH PEOPLE AND THING JOBS

P.O. 3.1 Using four interest areas within the People category, the learner will classify at least 20 people jobs and increase the number within each interest area to at least five jobs. (1 hr.)

Think Steps:

1. Do the jobs under each interest area require the type of work described for each interest area?
2. Do I have at least five jobs in each interest area?

P.O. 3.2 Using four interest areas within the Thing category, the learner will classify at least 20 thing jobs and increase the number within each interest area to at least five jobs. (1 hr.)

Think Steps:

1. Do the jobs in each interest area require the type of work described for each interest area?
2. Do I have at least five jobs in each interest area?

MODULE II - 2½ hours

GOAL 4.0 EXPAND JOB AWARENESS BY CLASSIFYING JOBS IN ONE OR MORE OF EIGHT INTEREST AREAS ACCORDING TO EDUCATIONAL LEVELS.

P.O. 4.1 (1½ hrs.) Given the eight interest areas under People and Things, the learner will use numbers to indicate his relative interests and make a statement concerning his interpretation of the results.

Think Steps:

1. Do the numbers I have assigned show how interested I would be in each interest area?
2. If someone else looked at my paper, could they tell me my interests in order from high to low?

P.O. 4.2 (1 hr.) Using the job titles from his interest area lists, the learner will classify these job titles on a matrix in terms of five educational levels.

Think Steps:

1. If a person had the level of education described here, could he get the job I have placed on my Chart?

GOAL 5.0 CHOOSING A LIMITED SET OF OCCUPATIONS TO EXPLORE

P.O. 5.1 (½ hr.) The learner will use numbers to indicate his relative desire for educational attainment and will make a statement concerning his interpretation of his numbers.

Think Steps:

1. Do the numbers on my chart show someone else which levels of education I desire most and least?

P.O. 5.2 (½ hr.) Given a matrix based on the dimensions of educational level and interest areas, the learner will use multiplication to determine his favored cell and will make a written statement concerning his interpretation of the matrix.

Think Steps:

1. Would people who have the jobs in my favored cell have interests and educational desires the same as mine?

MODULE III - 4 hours

GOAL 6.0 DEVELOPING AWARENESS OF JOB INFORMATION SOURCES

P.O. 6.1 (1 hr.) Given the categories of People and Things, the learner will list at least five general information sources for each category.

Think Steps:

1. Can I list at least five sources of information?

P.O. 6.2 (2 hrs.) Using his chart from P.O. 5.2 and his information sources from P.O. 6.1, the learner will complete the chart with at least two job titles in each cell.

Think Steps:

1. Does my chart have at least two job titles in each cell?

P.O. 6.3 (1 hr.) Using the information sources in P.O. 6.1, the learner will locate and list the names of at least four specific information sources that can give him information about at least two of the jobs in his favored occupation cell on his job chart.

Think Steps:

1. If I wanted to find specific information about each of my two jobs, would each of the sources I have listed be able to supply it?

MODULE IV - 8 hours

GOAL 7.0 DEVELOPING AND USING QUESTIONS TO OBTAIN INFORMATION ABOUT JOBS

P.O. 7.1 (2 hrs.) The learner will classify and expand job requirements using the headings: physical, intellectual, and emotional.

Think Steps:

1. Do the requirements under physical relate to the body?
2. Do the requirements under intellectual relate to using the mind?
3. Do the requirements under emotional relate to feelings and attitudes?

P.O. 7.2 (2 hrs.) The learner will quantify each of the job requirements and will develop a question for each of the definitions which is Physical, Intellectual and Emotional.

Think Steps:

1. Could someone observe and measure each of the quantified job requirements I have listed?

P.O. 7.3 (1 hr.) Given six basic questions about a job, the learner will expand each question to three by adding the words Physically, Intellectually, and Emotionally to each job question.

Think Steps:

1. Do I have six questions that end in each of the three given terms?

P.O. 7.4 (3 hrs.) Given the 18 questions from P.O. 7.3 and the seven sources from P.O. 6.3, the learner will use his sources to supply at least one quantified answer for each of his 18 questions for each of his job alternatives.

Think Steps:

1. Do I have 18 answers for each job alternative?
2. Is each of my answers stated so that it could be observed and measured?

MODULE V - 3½ hours

GOAL 8.0 CLARIFY AND IDENTIFY OCCUPATIONAL VALUES P.I.E. (WHAT'S IMPORTANT TO ME).

P.O. 8.1 Given the categories Physical, Intellectual and Emotional, the learner will state at least three (1 hr.) occupational values of his choice which relate to each category and define each in terms of quantity.

Think Steps:

1. Do I have 3 physical, 3 intellectual and 3 emotional values?
2. Is each one defined in terms of quantity?
3. Is each one something I want from a job?

GOAL 9.0 ORDERING OF OCCUPATIONAL VALUES

P.O. 9.1 Given his occupational values, the learner will use numbers to indicate their relative importance (½ hr.) to him.

Think Steps:

1. If someone else looked at my numbers, would he know what is important to me?

GOAL 10.0 EVALUATION OF JOB BASED ON PERSONAL OCCUPATIONAL VALUES

P.O. 10.1 (½ hr.) Given his job information from P.O. 7.3, his weighted occupational values from P.O. 9.1, and a scale to represent favorability, the learner will compare each value with what each job has to offer in terms of that value and assign favorability signs for each job alternative.

Think Steps:

1. Does each of my favorability signs tell how closely the job would fit each of my occupational values?
2. If someone else looked at my chart, could he describe how well the job matches my values?

P.O. 10.2 (½ hr.) Given the information from P.O. 10.1, the learner will use addition or subtraction to determine a number which represents a score for each job related value and determine a job (total) score for each of his job alternatives.

Think Steps:

1. Did I use addition and subtraction?
2. Do I have a job score for each of my jobs?

P.O. 10.3 (½ hr.) Given his weighted values and a symbol for optimum favorability, the learner will use addition to determine his ideal job score.

Think Steps:

1. Is the number for my ideal job score twice as big as the number I would get if I added up all of my value weights?

P.O. 10.4 (½ hr.) Using his ideal job score from P.O. 10.3 and each of his job scores from P.O. 10.2, the learner will use division and multiplication to show which of his job scores most nearly approaches his ideal job score and will make a written statement to that effect.

Think Steps:

1. Is the percentage for my job that I stated as my first choice greater than the percentage for my other job?

MODULE VI - 7 hours

GOAL 11.0 IDENTIFYING SPECIFIC SKILLS THROUGH PERSONAL INTERVIEW

P.O. 11.1 The learner will identify and contact a person with the learner's job alternative and make an appointment for an interview. (2 hrs.)

Think Steps:

1. Did I identify and contact a person who can give me information?

P.O. 11.2 Through classroom simulation, the learner will practice attending and responding skills in preparation for an "on-the-job" interview. (2 hrs.)

Think Steps:

1. Did I face the person squarely?
2. Did I look at his eyes?
3. Did I lean toward him?
4. Did my response statements match his statements in meaning?
5. Did my summary statement say in a few words everything he had told me?

P.O. 11.3 The learner will use a pre interview chart to develop pre interview programs. (1 hr.)

Think Steps:

1. Does my chart have at least 3 statements in each cell?
2. Could someone else identify each of my statements as either physical, intellectual or emotional?

P.O. 11.4 (1 hr.) Through a personal interview with someone "on-the'job", the learner will determine at least 3 skills that the person must perform by asking the questions, "What things do you do that I could learn to do at my age? How well does it have to be done? Why is it done?"

Think Steps:

1. Did I ask the questions I had practiced?
2. Did I get information about at least 3 skills?
3. Could I describe the skill to someone else?

MODULE VII - 3½ hours

GOAL 12.0 EVALUATION OF ONESELF IN RELATION TO THE JOB REQUIREMENTS

P.O. 12.1 (½ hr.) Using the numbers 1,2 and 3, the learner will evaluate himself on each of the job skills described during his interview and identify the skill(s) in which he is deficient.

Think Steps:

1. If someone else looked at my chart, could they tell me which skills I can and cannot do?

GOAL 13.0 DEVELOP AND CARRY OUT PROGRAMS FOR ACQUIRING NEEDED OCCUPATIONAL SKILLS

P.O. 13.1 (1 hr.) Using the skills defined in P.O. 12.1 in which the learner is deficient, the learner will develop at least one skills' acquisition program which states what he wants to be able to do and the necessary sequential intermediate steps.

Think Steps:

1. Do I have at least 5 steps in my program?
2. Is the first step to observe someone doing the skill?
3. Is the last step a description of the skill?
4. Are all of the in between steps necessary, in that order, to the performance of the skill?

P.O. 13.2 (1 hr.) Using the program developed in P.O. 13.1, the learner will practice each step of the program until he can perform the skill.

Think Steps:

1. Can I do each step of my program?
2. Can I do the skill (last step in my program)?
3. If I were doing this skill on a job would my employer say I did it right?

GOAL 14.0 INVESTIGATE PRINCIPLES THAT RELATE PERFORMANCE TO GOALS TO HUMAN BENEFIT

P.O. 14.1 Using the format:

(1 hr.) If I can_____then I can_____so that I can_____, the learner will state at least one principle which is related to each of the three job skills that were defined in P.O. 11.2.

Think Steps:

1. Do I have a principle for each of my job skills?
2. Does each principle show how my skill is related to my goal and something that is beneficial for me or someone else?

MODULE VIII - 2 hours

GOAL 15.0 REEVALUATION OF JOB WITH REGARD TO NEW INFORMATION

P.O. 15.1 Using any new information which he has gained, the learner will redo the favorability scores (1 Hr.) for his job and will use addition and subtraction to re-evaluate his chosen job alternative.

Think Steps:

1. Is my new job score different from my old job score?
2. Can I explain how new information can change my job score?

P.O. 15.2 The learner will use division and multiplication to compare his present job favorability score (1 hr.) and initial job favorability score and make a statement concerning their relative favorability.

Think Steps:

1. Is my new job favorability score different from my old job favorability score?
2. Can I explain what the new and old job favorability scores can tell me about my job?

MODULE IX - 3 hours

GOAL 16.0 REEVALUATION OF OCCUPATION WITH REGARD TO CHANGE OF VALUES

P.O. 16.1 (½ hr.) The learner will increase his list of occupational values from P.O. 8.1 by at least one value and use numbers to indicate their relative importance to him, compute a new ideal job score and compare it to old ideal score.

Think Steps:

1. Do I have at least one more value than on my old list?
2. If someone else looked at my numbers, could he list my values in their order of importance to me?

P.O. 16.2 (½ hr.) Using his weighted values from P.O. 16.1 and the favorability scale, the learner will use addition and subtraction to determine a new job score for his first occupational alternative.

Think Steps:

1. Did I go through all the job score steps?
2. Does my job score equal the total of my weights and favorability signs?

P.O. 16.3 (1 hr.) Using the information from P.O. 10.4 for his first occupational alternative and the information from P.O. 16.1 and 16.2 regarding his re-evaluated first occupational alternative, the learner will use division to show the relative favorability of the job before and after the interview and observation and make a statement to that effect.

Think Steps:

1. Is there a change in my job favorability score?
2. Can I explain to someone else what caused the change and what it says about my job in terms of my values?

GOAL 17.0 INVESTIGATION OF JOB WITH REGARD TO PROMOTIONAL POSSIBILITIES

P.O. 17.1 Using at least 2 of his information sources from P.O. 6.3, the learner will determine (1 hr.) at least two jobs which are promotionally related to his first occupational alternative.

Think Steps:

1. Do I have at least two jobs?
2. Are the two jobs I named jobs I could be promoted to from my first occupational alternative?

STUDENT PROCEDURE SHEET DESIGN

The student procedure sheet is designed for student use. It is suggested that these sheets be duplicated and given to the student as his program. It is also suggested that transparencies or large charts of each of the student programs be made and used as a visual aid and teaching tool.

NUMBERING SYSTEM

It is important to note the numbering system because it is used within the program as a code for teacher and student reference. Each objective under a particular goal begins with the number assigned to that goal and is followed by a digit to the right of the decimal point which indicates its sequence within the goal. The steps leading to mastery of each objective begin with the objective number and are coded by adding a digit in the second place to the right of the decimal point. The number in this place indicates the position of the step in the program sequence.

STUDENT PRINCIPLE

The student principle is a statement written in first person and designed to provide purpose and direction to the student by:

1. Answering the question "Why are we doing this?"
2. Showing a relationship of the steps and skills to where we are and where we want to go
3. Serving as a model for the student when he is asked in a later objective to write principles

The principle is based on the pattern, "If I can do the skill, then I can reach the goal, so that I can gain some human benefit".

The principles given here are meant to serve as models. The teacher is encouraged to improve the[m] or have students develop their own.

FACTS AND CONCEPTS

Facts and concepts are labels or processes which must be understood before the student can do the skill. They may be terms which are esoteric to the CAST program or they may be terms which must be used to give the students directions.

The definitions given here may not be ver batim from Webster. The terms were defined in the simplest form possible and given meanings which are operational within the context of CAST. Each defined fact and concept is underlined in the Student Steps where it is introduced..

STUDENT PROCEDURE (DO STEPS)

The do steps for the student make up a program which will lead him to mastery of the Skill. The coding of these steps has already been described in the section, Numbering System. Each step involves an action on the part of the student.

STUDENT MATERIALS

Materials listed here are those which a student must have in order to do a step and should serve as a reminder to both student and teacher. If a certain material is used in more than one step, it will be listed next to the initial implementation step only. Students should be encouraged to add the names of any other materials that they find helpful for the performance of any given step.

TEACHER PROCEDURE SHEET DESIGN

The overall design of the teacher procedure sheet corresponds to the student procedure sheet.

GOAL STATEMENT

The goal statement is at the top of the teacher procedure sheet. It is a broad statement of desired student attainment and gives the teacher and student the overall aim of the antecedent objectives. The goals are numbered consecutively from 1.0 to 17.0.

PRINCIPLE

The teacher principle, broader in scope than the student principle, has been included beneath the Goal Statement. While the student principle is worded in first person, the teacher principle is written in second person as if the teacher were speaking to the student. It is based on the pattern, "If you can reach the goal, then you can reach a higher goal, so that you will give some human benefit." This principle should help the teacher keep in mind the reason that the goal was included and, when given to students, should help them to relate where they are to where they are going. The principle given here may be used as it reads or as a model for the teacher in developing principles that are meaningful to him/her in his particular teaching situation.

TEACHER MATERIALS

This is a very basic list of materials which are necessary for teacher performance and was included as a reminder for the teacher. It is not complete. The materials are listed by each teacher step. If a certain material is to be used throughout the lesson it is mentioned only once, next to its first im[illegible]mentation.

TEACHER PROCEDURE (TELL AND SHOW STEPS)

This is a program for teacher delivery that is necessary for student mastery of the objective. The numbers of each teacher step indicate the corresponding student step. It should be noted, however, that the teacher procedure is more loosely programmed than the student steps in that the teacher may have to take several steps before the students take one step. Therefore, several teacher steps may appear in one block on the chart.

The teacher activities included should be deemed as minimal and by no means are intended to be restrictive of teacher creativity or input. They are intended to structure an exercise in such a way as to include the tell, show and do elements of an effective delivery system.

NOTES AND EVALUATION

This section was designed for teacher input and program evaluation which can be used as feedback for necessary program revision.

DELIVERY SYSTEM

The student and teacher procedure sheets were designed to cover the Exercise Section of a complete lesson plan. A complete lesson plan is defined as one which has the following sections:

Review

Preview

Exercise

Practice

Summary

Each of the sections listed above is described in the following paragraphs.

REVIEW

This is the first step in each lesson and should be based largely on student in-put. The previous day's skill, the principle (student), the think step and the do steps for how yesterday's skill was accomplished should be included. The review may be audio (tell), visual (show) or kinesthetic (student performance)and should attempt to incorporate physical, intellectual, and emotional performance by students. The introduction of the teacher principle at this time may be an aid in relating yesterday's skill with today's skill and may help to relate all activities to the entire CAST program.

PREVIEW

This part of the lesson should show students the relationship between yesterday's skill and today's skill. It should state "Where we are" (present skill level) "Where we want to go". (today's skill). and "How we will get there". (The do steps for today's skill). (The presentation of the student principle for the new skill also tells us "Why we are learning the skill", and the think step tell students, "How I

know I am doing it right").

The presentation of the preview can and should be varied from day to day, but should always incorporate tell, show and do methods.

EXERCISE

Each step in the exercise should be told and shown before the student does it. In this program, both student and teacher do steps have been outlined. The student do steps are essential to the mastery of the objective. The teacher steps are minimal and the teacher is encouraged to elaborate upon them to the degree that time, energy and creativity allow. However, the think steps for any addition should be, "Does the added teacher step tell and show better than the provided teacher step? Does the new teacher step make it easier for students to learn the student step?"

The last teacher step in any exercise should be giving the student a think step which will tell him how he knows if he has met the objective. This should include the same criteria which you will use for evaluation. Think steps for each objective are included in the list of objectives in section (8). These are minimal and are open to revision and addition but were added to give the teacher a basis on which to build.

PRACTICE

Once the student has completed the exercise, any additional performance of the steps leading to the skill will reinforce the program and increase the probability of his being able to perform the skill again. Most of the exercises have a "built in" practice in that the student must perform the basic process more than once to reach the objective. However, reinforcement may be further guaranteed, not only by the number of times, but also by the number of ways, i.e. physically, intellectually, emotionally, that the student experiences the skill. Therefore, each skill may be practiced by being certain that the student has had to do the skill,

think about the skill and has expressed some sort of feeling about the skill.

SUMMARY

The summary is a short re-cap of the day's lesson. It tells "Where we were, Where we went and How we got there." Reference at this time to both the student principle and the teacher principle should help students to maintain an overview of their progress and direction. (See objectives).

LESSON PLAN PROGRAM

Review Program:

1. Show and tell yesterday's skill objective.
2. Show and tell steps which led to yesterday's (skill) objective.
3. Show and tell definitions of necessary facts and concepts.
4. Show and tell principle of yesterday's skill.
5. Show and tell think step for yesterday's skill.

PREVIEW PROGRAM

1. Show and tell objective for today's lesson.
2. Show and tell steps for reaching objective.
3. Show and tell principle of objective.

EXERCISE PROGRAM

1. Show and tell each step of program.
2. Have students do each step of program.
3. Give students think step for objective.

PRACTICE

1. Have students do the skill in as many ways and as many times as time allows.

SUMMARY

1. Show and tell where we were, where we are and how we got there.
2. Show and tell principle of skill.
3. Show and tell think step for skill.
4. Show and tell Teacher Principle from teacher procedure sheet.

A Teacher Self Evaluation Chart for Lesson Plans is included in the Appendix and is designed to serve as a checklist for evaluating your lesson plans.

CLASSROOM MANAGEMENT

Classroom management can be discussed in three separate but related areas:

Physical Management refers to such things as furniture arrangement, displays, location of materials, etc. It is difficult to make recommendations in this area because of the wide range of situations in which this program will be used. However, there are some basic principles which are suggested. All physical classroom elements should be suited to the needs of the learner in terms of quality and quantity, and should reflect the nature of the learner. The furniture should be arranged in such a way as to promote the mastery of the skill being learned. Also, the arrangement should promote easy access to the teacher or other resources. Bulletin Boards and other displays should reflect the interests and accomplishments of the learners as well as an overview of the CAST program. The student should be reminded constantly of Where he was, Where he is, and Where he is going.

Intellectual Management refers to the procedures and materials used to help students master the skill. These have partially been dealt with by the provision of a Delivery System and a Resource List. (See Appendix.) As you read through the student program steps, you will find that several of the steps are dependent upon skills and materials from previous steps. Therefore, it is essential that each student develop a folder in which he keeps his completed assignments in sequence. Based on the experience of the writers of this manual, it is highly recommended that the teacher, not the student, maintain possession of this folder in a location that is easily accessible to the student. Taking the folder home before the end of the program should be discouraged.

Emotional Management refers to the relationship between teacher and learner and the relationship between the learners themselves. The teacher is encouraged to attend and respond to the learners' feelings concerning the CAST program and his efforts toward mastery of the objectives. Where possible, it is suggested that the teacher teach and encourage her students to use attending and responding skills with one another.

EVALUATION

Two types of evaluation are suggested for use with the CAST program. A post test will be used to determine mastery and retention of each objective. The test questions appear in the Appendix. Suggested Test Result Charts for both student and teacher use appear respectively in the Appendix. However, since the exercises are based on the objective, completion of the exercise is verification of initial mastery of the objective. Therefore, a Teacher's progress chart of completed objectives will serve as one evaluative measure. (See Appendix.) Each exercise will be checked for number of steps completed and the number recorded in the proper cell on the Teacher's progress chart.

If given the proper "Think Step" for evaluation, students can check their own, or each other's exercises. This could be incorporated into the Summary section of the lesson plan.

It is suggested that a large progress chart identical to the teacher's copy be displayed in the room as a motivational and reinforcement tool.

It is also suggested that each student keep his own student progress chart (see Appendix) by checking or darkening the squares which represent completed steps.

SPECIAL NOTE TO TEACHERS OF CAST

At first glance at a program such as this, teachers will probably react in one of two ways. Some will be relieved to see their job spelled out so precisely. Others will be angry at the restrictions which this programming implies. Both groups of teachers are operating on the faulty assumption that what is written is the sum total of their responsibilities. Not so. The success of this entire program depends entirely upon the teacher as a resource person. In this light, Goal 11.0 is worthy of special comment.

In the literary sense, the personal contact and interview are the climax of the entire CAST program. All other goals in this program either lead toward or are based on Goal 11.0. Teacher preparation for student mastery of this objective within this goal will require many hours of telephone and leg work. Time co-ordination of these objectives will require imagination and flexibility as well as a high level of patience and persistence. The teacher, in a very real sense, becomes the students' major source of information and entrance to the World of Work.

It is very possible that completion of goal 11.0 will require as much as two to three weeks. Students' out-of-class as well as in-class activities must be monitored constantly. It is hoped that most students can carry out their objectives independently. However, since most of the interviews will be on school time, it will be the final responsibility of the teacher to arrange permission and insure transportation for each of his students. Each contact person should be notified in writing by the teacher in advance of the interview and given information concerning the desired nature of the interview. It is also desirable that the person be contacted following the interview and asked to evaluate the student's performance during the interview. (See Appendix)

The delivery of Goal 13.0, P.O. 13.2 is also demanding in terms of teacher performance. It is important that the student not only write but also has the experience of implementing his program for acquiring his

chosen skill. Ideally, he should find someone who can teach him the skill, practice the skill and return to perform the skill on the job.

Those who have delivered this program can attest to the high degree of satisfaction felt by both students and teachers upon the completion of an actual on-the-job experience. Without this experience, the remainder of the program becomes routine and repetitive. So, as with most programs, the degree of student success will be related directly to the amount of effort that the teacher expends in operationalizing the implied, between-the-lines teacher activities. The skills which you have, use and are willing to give to your students are the virtual essence of education.

CAST STUDENT - TEACHER

PROCEDURE SHEETS

OBJECTIVE 1.1 GIVEN A LIST OF VERBS WHICH HE HAS GENERATED IN RESPONSE TO THE QUESTION "WHAT DO PEOPLE DO?", THE LEARNER WILL SUPPLY AT LEAST TWO JOBS FOR EACH VERB IN RESPONSE TO THE QUESTION "WHO (VERB)?"

PRINCIPLE If I ask myself: "What do people do?" and "Who does it?" I will be able to think of many jobs so that I may further explore them.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Verb - A word which describes action. Job title - Name of a job.	1.11 Read the question, "What do people do?"	
	1.12 List at least ten <u>verbs</u> which describe something a person does.	pencil paper
	1.13 Write a question for each of your verbs using, "Who (<u>verb</u>)?"	
	1.14 For each of the questions, write two answers "A (<u>job title</u>) (<u>verb</u>)."	

P.O. 1.1 1.0 EXPANDING JOB TITLES TO CHOOSE FROM USING THE INTERROGATIVE WHAT AND WHO.

PRINCIPLE If you can think of many jobs, then you can explore them, so that you know about many job possibilities for you.

TEACH MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Chalk, Chalkboard/ Transparency and overhead projector	1.11 Write on board or transparency the question, "What do people do?" Explain that asking the above question should help the student think of a large number of jobs.	
List of verbs indicating career activities	1.12 List about three activities that people do. (Verbs)	
	1.13 Explain that we now combine question word "Who" with each of our verbs. Write format, "Who (verb)?" for each of the verbs already listed at board.	
List of examples such as: Lifeguards swim, Coaches swim; Artists paint, Housepainters paint.	1.14 Ask students to write two answers to each of their "Who" questions. Write format: A (job title) (verb). Show at least two examples using the previously listed "Who" questions.	

OBJECTIVE 2.1 THE LEARNER WILL CLASSIFY HIS 20 JOBS INTO THE CATEGORIES OF PEOPLE JOBS AND THING JOBS AND WILL INCREASE THE NUMBER OF PEOPLE AND THING JOBS TO 20 EACH.

PRINCIPLE If I can classify jobs under people jobs and thing jobs, it will help me to think of more jobs so that I can continue to explore careers.

VOCABULARY	STUDENT PROCEDURE -(DO-STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS People job - a job which requires a worker to spend most of his time working with people. Thing job - a job which requires a worker to spend most of his time working with things.	2.11 Look at each of your 20 jobs.	List of 20 jobs from P.O. 1.1.
	2.12 List all of the jobs which require you to spend more time with people than with things under the heading People jobs.	People-Things Expansion Chart, pencil, paper, definition of People job.
	2.13 List all of the jobs which require you to spend more time with things than with people under the heading Thing job.	definition of Thing job
	2.14 Add more jobs to each list until you have at least 20 jobs under each heading.	

GOAL

P.O. 2.1 2.0 EXPANDING AND CLASSIFYING JOBS UNDER HEADINGS OF PEOPLE OR THINGS ON THE BASIS OF WHAT PEOPLE DO.

PRINCIPLE If you can think of more jobs, then you can explore more jobs, so that you can have a better chance of choosing a job that is right for you.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Chalk and Chalkboard/ Overhead and Transparency of People-Thing Expansion Chart	2.11 Instruct students to examine their list of jobs from P.O. 1.1. Brainstorm (ask for suggestions) for names of two headings that could be used to help classify all jobs. Suggest People jobs and Thing jobs. Write these two headings on the board or transparency.	
List of People Jobs. Use People-Thing Expansion Chart.	2.12 List under heading "People Job" at least two examples. Tell the think step i.e. A job that requires you to work with and for people most of the time.	
List of Thing jobs.	2.13 List under heading "Thing Job" at least two examples. Tell the think step: i.e. A job that requires a worker to spend most of his time working with things.	
	2.14 Tell students to list 20 additional jobs under each heading.	

OBJECTIVE 3.1 USING FOUR INTEREST AREAS WITHIN THE PEOPLE CATEGORY, THE LEARNER WILL CLASSIFY AT LEAST 20 PEOPLE JOBS AND INCREASE THE NUMBER WITHIN EACH INTEREST AREA TO AT LEAST FIVE JOBS.

PRINCIPLE If I can classify people jobs by putting them in like interest areas, then I will be able to think of more jobs in those areas, so that I can continue my career exploration.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Interest Area - Areas of jobs related to one another on the basis of what people like to do. Service - Occupation in which one person helps another. Education - Occupation in which one person teaches or trains another. Business (Contact) - face to face business concerning one person attempting to persuade another. Recreation - Occupation in which one person is responsible for providing leisure activity for others.	3.11 Read and listen to definition of interest area.	Definitions of interes areas.
	3.12 Read and listen to definition of first People interest area "Service".	
	3.13 Read list of People jobs.	List of People jobs from 2.22.
	3.14 Identify all people jobs which belong in the first interest area and write them under the first interest area heading.	Pencil People Interest Areas Chart
	3.15 Repeat steps two, three and four for each of the four people interest area.	
	3.16 Write additional job titles under each interest area heading until you have at least five in each category.	

GOAL 3.0 EXPAND AND CLASSIFY JOBS BY INTEREST AREAS FOR BOTH PEOPLE AND THING JOBS.

P.O. 3.1

PRINCIPLE If you can think of more jobs by interest area, then you can explore careers even further, so that you can use your interests to help you select an occupation.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Chalk and Chalkboard/ Transparency and Overhead/Handout sheet Definition	3.11 Write and state definition of interest area.	
	3.12 Write and state definition of first interest area "Service".	
Bulletin board/ Chalkboard/Transparency List of people jobs	3.13 Instruct student to look over list of people jobs from previous lesson. Show example of such list.	
Same as above plus specific list of examples.	3.14 Tell student to decide which people jobs belong under first interest area (service) and write them under that interest area heading. Write at least two examples.	
List of examples for each remaining interest area. Definitions.	3.15 Repeat second, third and fourth steps above for other interest areas: education, business, recreation.	
	3.16 Have students work together to come up with additional jobs for each interest area until they have at least five under each area.	

OBJECTIVE 3.2 USING FOUR INTEREST AREAS WITHIN THE THING CATEGORY, THE LEARNER WILL CLASSIFY AT LEAST 20 THING JOBS AND INCREASE THE NUMBER WITHIN EACH INTEREST AREA TO AT LEAST FIVE.

PRINCIPLE If I can add jobs to each interest area, then I can expand the number of jobs that I know about, so that I will have more job possibilities to explore.

VOCABULARY FACTS & CONCEPTS	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
Business (Detail) - Occupations in which people organize information. Technology - Occupations involving the production, maintenance and transportation of goods. Outdoors - Occupations involving the care and preservation of natural resources, plants and animals. Science - Occupations which involve the use of research for the purpose of developing or verifying information.	3.21 Read and listen to the definition of first Thing interest area. [Business (Detail)].	Definitions of Interest areas.
	3.22 Read list of Thing jobs.	List of Thing jobs from Step 2.23.
	3.23 Identify of the Thing jobs those belonging in the first interest area and write them under the heading of the first interest area.	Thing Interest Areas Chart. Pencil
	3.24 Repeat steps two, three and four for each Thing interest area.	
	3.25 Write additional job titles under each interest area heading until you have at least five in each category.	

3.0 EXPAND AND CLASSIFY JOBS BY INTEREST AREAS FOR BOTH PEOPLE AND THING JOBS.

P.O. 3.2

PRINCIPLE If you can expand jobs by interest areas, then you are more likely to find jobs that fit your interests, so you will be happy with your chosen job.

TEACH MATERIALS	TEACHER PROCEDURE - TELL, SHOW, DO METHODS	NOTES & EVALUATION
Chalk and Board/ Transparency and Overhead/Handout sheet Definition of Business (Detail)	3.21 Write and state definition of first Thing interest area: Business (detail).	
Bulletin Board/ Chalkboard/ Transparency List of Thing jobs	3.22 Tell students to look over list of thing jobs from previous Step 2.23. Show example of list.	
Same as above plus specific list of examples Definitions	3.23 Tell students to decide, using their list of definitions, which Thing jobs belong under first interest area. Write or point out at least two examples.	
List of examples for each remaining interest area. Definitions	3.24 Repeat above three steps for the other interest areas: technology, outdoors, science.	
	3.25 Have students exchange job titles for each interest area until they have at least five under each area.	

OBJECTIVE 4.1 USING THE EIGHT INTEREST AREAS UNDER PEOPLE AND THINGS THE LEARNER WILL USE NUMBERS TO INDICATE HIS RELATIVE INTERESTS AND MAKE A STATEMENT CONCERNING HIS OWN WEIGHTS.

PRINCIPLE: If I can state what kinds of jobs that I like and don't like, then I can limit the number of jobs that I want to explore so that I can study these jobs more completely.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Weighting - Using numbers from one to ten to indicate personal preference. Job Activities - Things which people do while they are working.	4.11 Read and Review all interest areas definitions and examples.	Definitions and Examples of Charts from 3.16 and 3.25.
	4.12 Listen to definition of weighting.	
	4.13 Assign a weight of ten to that interest area which has job activities you would enjoy most.	Pencil Paper
	4.14 Assign a weight of one to that interest area which has job activities which you would enjoy least.	
	4.15 Using numbers between one and ten assign other weights to the remaining interest areas in terms of how well you would enjoy job activities in each.	
	4.16 Make a statement concerning your highest and lowest interest areas, using the pattern sentence: A. I like (interest area) because people in this area (job activities). B. I don't like (interest area) because people in this area (job activities).	

GOAL

4.0 EXPAND JOB AWARENESS BY CLASSIFYING IN ONE OR MORE OF EIGHT INTERESTS AREAS ACCORDING TO EDUCATION LEVELS.

P.O. 4.1

PRINCIPLE If you can limit the number of jobs you want to explore, then you can study each job more completely, so that you have more information to use in deciding on a job.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Definitions of interest areas.	4.11 Tell students to look at lists developed during last two sessions. Review interest area definitions.	
Chalk and Board/ Transparency and Overhead/handout	4.12 Define weighting and write definition.	
Think of example or be yourself.	4.13 Show weight of ten next to an interest area as an example of what you might enjoy most.	
Think of example or be yourself.	4.14 Show a weight of one next to an interest area you might enjoy least.	
Think of example or be yourself.	4.15 Show weights using two through nine for the remaining interest areas.	
Two statement formats and prepared examples.	4.16 Tell students to use their definitions of various interest areas to fill in the end of the statements. Tell them to copy format and complete the two statements. Show an example by doing the pair of statements.	

OBJECTIVE 4.2 USING THE JOB TITLES FROM HIS INTEREST AREA LISTS, THE LEARNER WILL CLASSIFY THESE JOB TITLES ON A MATRIX IN TERMS OF FIVE EDUCATIONAL LEVELS AND EXPAND EACH INTEREST AREA TO A TOTAL OF TEN JOBS

PRINCIPLE If I can classify and expand jobs by educational level, then I can determine how much education jobs require, so that I can choose a job that best fits what I want.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Educational level - the amount of education or training a person has. 1. Less than high school. 2. High School diploma. 3. High School plus some training (Junior College, Trade School) 4. College degree (four years) 5. More than four years of college.	4.21 Read and listen to descriptions of educational levels.	
	4.22 Look at one job on your interest area list.	Students own interest area list from [illegible]. P.O. 4.1.
	4.23 Look at provided Job Expansion Chart.	Job Expansion Charts with interest areas and educational levels shown.
	4.24 Place job in proper cell (square) on chart.	
	4.25 Repeat steps one through four until all of your jobs are on the chart in their proper cell (square).	
	4.26 Using your own list and other students' lists if necessary, write additional jobs on chart until you have at least ten jobs in each interest area.	

PRINCIPLE If you can determine how much education jobs require, then you can choose a job which requires the amount of education you want, so that you can plan for that education.

TEACHER MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
	4.21 List the educational levels and describe each.	
	4.22 Give one job title as an example. Ask student to pick one job from his interest area list.	
Chart showing Educational Level on board or Transparency or handout	4.23 Ask students to look at chart and tell where your example should be placed.	
	4.24 Tell student to place his job from 4.22 in the proper cell on chart.	
	4.25 Tell students to place all their jobs from their interest area list on the chart.	
	4.26 Tell students to work together if necessary to fill in the other interest areas on the chart.	

OBJECTIVE 5.1 THE LEARNER WILL USE NUMBERS TO INDICATE HIS RELATIVE DESIRE FOR EDUCATIONAL ATTAINMENT AND WILL MAKE A STATEMENT CONCERNING HIS INTERPRETATION OF THE PROCESS.

PRINCIPLE If I can determine my preferred educational level, then I can choose a favorite group of occupations to explore so that I can concentrate on finding out more about fewer jobs.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS	5.11 Review the five educational levels.	Chart from 4.26.
Review:	5.12 Look at the five educational levels on your Job Expansion Charts.	
Weight	5.13 Assign a weight of ten to the level you feel that you most want to attain.	Pencil
	5.14 Assign a weight of one to the level you would least like to attain.	
	5.15 Using numbers between one and ten assign weights to the other educational levels.	
	5.16 Make a statement concerning your highest and lowest weighted educational levels using the sentence: I want (level of education) because _____.	Paper

P.O. 5.1

5.0 CHOOSING A LIMITED SET OF OCCUPATIONS TO EXPLORE.

PRINCIPLE If you can choose a small group of occupations which you like, then you can find out more about each of these occupations, so that you can compare these jobs to one another.

TCHR. MATERIALS	TEACHER PROCEDURE - TELL, SHOW, DO METHODS	NOTES & EVALUATION
Bulletin board charts or transparency from previous lesson.	5.11 Tell students to look at their Job Expansion Charts.	
	5.12 Review the five levels.	
	5.13 Review the concept weighting with numbers from one to ten. Show which educational level you favor most by assigning it a ten.	
	5.14 Show the level you would least like to attain by assigning a weight of one.	
	5.15 Using numbers from two through nine show the weights you would assign to the remaining three educational levels.	
Prepared statement and reasons.	5.16 Show two statements concerning reason for having assigned ten and one to the specific educational levels.	

OBJECTIVE 5.2 THE LEARNER WILL USE MULTIPLICATION TO DETERMINE HIS FAVORED CELL OF OCCUPATIONS IN TERMS OF EDUCATIONAL LEVEL AND INTEREST AREA AND WILL MAKE AN INTERPRETIVE STATEMENT OF HIS RESULTS.

PRINCIPLE If I can choose my favorite group of occupations, then I will have fewer occupations of high interest to explore, so that I will be looking for information only about jobs I like.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Multiply (x) Favored - best liked	5.21 Write down your weight for your first interest area.	Pencil Paper
	5.22 Write down your weight for your first educational level.	Pencil Paper
	5.23 Multiply your number from step one by your number from step two.	
	5.24 Look at Job Expansion Chart (People and Things).	Chart from 4.26
	5.25 Write the answer to step three in the proper cell.	Chart from 4.26
	5.26 Repeat steps one through four until you have multiplied each interest area number by each educational level number and have an answer to place in each cell. (Note: Box provided for each number.)	
	5.27 Make a statement concerning the highest and lowest weighted cells on your chart, using the sentence: A. My favored cell of occupations is (educational level) in (interest area). B. My least favored cell of occupations is (educational level) in (interest area).	

P.O. 5.2

PRINCIPLE If I study only those occupations in my favorite cell, then I can look for them in sources of information, so that I can study them in detail.

TEACH MATERIALS	TEACHER PROCEDURE - (TELL, SHOW, DO METHODS	NOTES & EVALUATION
Prepared example, Chart from P.O. 4.2, Chalk and Board/Overhead and Transparency/Bulletin Board.	5.21 Review with students what first interest area choice and weight was. Tell them to write and label it. All numbers should be ten. Show example.	
	5.22 Review what a first choice and weight for educational levels was, and have them write and label this number also. Show example. All students should have ten.	
	5.23 Multiply the two numbers together. Product should be 100.	
	5.24 Point out the Job Expansion Chart and the cell related to the above product (answer).	
	5.25 Write the answer (100) in the proper cell, for example, under service across from college. (Note: Box provided for each number.)	
	5.26 Show one additional example by multiplying the weight of a different interest area times the weight of a different educational level and place in the proper cell. This time the answer will likely be less than 100.	
Prepared statements.	5.27 Write statements concerning the highest and lowest numbered cells on the chart using format statements shown on student step 5.27.	

OBJECTIVE 6.1 USING THE CATEGORIES OF PEOPLE AND THINGS, THE LEARNER WILL LIST AT LEAST FIVE GENERAL INFORMATION SOURCES FOR EACH CATEGORY.

PRINCIPLE If I can use the categories People and Things, then I can think of many information sources, so that I can find information about my favorite jobs.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Source of information - Some place or someone that can provide answers to questions. People Source - Someone who can provide information. Thing Source - Something which can provide information.	6.11 List at least five sources of information under the heading People Source.	Paper Pencil
	6.12 List at least five sources of information under the heading Thing Source.	
	6.13 For each of the sources above, list at least one thing you might do to obtain information from that source by using the sentence: To get information from (source) I would (verb) .	

EXAMPLE If you can think of many information sources, then you can locate these sources, so that you can find out more information about your favorite jobs.

TEACH MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Chalk and Board or Overhead and transparency or handout. Some sources i.e. Parents, Counselor, Teacher, Relatives, people on job, etc.	6.11 Write, "Sources of Information" as a heading. Beneath the heading show the two categories, "People Sources" and "Thing Sources". Brainstorming is a suggested activity. Teacher could act as a recorder writing suggestions under proper heading.	
Books, Pamphlets, Films, T.V., Newspaper, etc.	6.12 Have students complete their own list by requiring at least five sources in each category.	
Prepared statement, i.e. To get information from my counselor, I would make an appointment during school and state why I wanted the appointment.	6.13 Point out one source and make a statement using format from student step 6.13. Write statement as a model.	

OBJECTIVE 6.2 USING CHART FROM P.O. 5.2 AND HIS INFORMATION SOURCES FROM P.O. 6.1, THE LEARNER WILL COMPLETE THE CHART WITH AT LEAST TWO JOB TITLES IN EACH CELL.

PRINCIPLE If I can use my information sources to complete my chart, I will be more familiar with job information sources so that I will be able to gain more career information.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Require - to demand.	6.21 Look at your Job Expansion Chart.	Chart from 4.26.
	6.22 Determine a cell where you have less than two job titles.	
	6.23 Using the interest area and educational level of the cell in Step 6.22, state the question, "What jobs are there in (interest area) that require (level of education)?"	
	6.24 Using your information sources from P.O. 6.1, answer your question by writing at least two job titles in the proper cell on your chart.	Information sources from P.O. 6.1.
	6.25 Repeat steps one through four until you have at least two job titles for each cell on your chart.	

6.0 DEVELOPING AWARENESS OF JOB INFORMATION SOURCES.

P.O. 6.2

PRINCIPLE If you can become familiar with sources of information about your job, then you can gain more career information, so that you can make better decisions.

TEACH MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Transparency of chart from 4.26.	6.21 Place chart on overhead.	
	6.22 Point to a cell which has less than two job titles.	
Definition of Require.	6.23 Discuss meaning of require. Write format of question on board or overhead. "What jobs are there in (interest area) that require (level of education).	
Occupational Outlook Handbook or other Source.	6.24 Using Occupational Outlook Handbook, find two jobs for your chosen cell and list them on transparency. Have students give other sources of information. List sources of information on board and have students copy. Have students review own list from P.O. 6.1.	
Library or other Resource facility.	6.25 Aid students on one to one basis with using information sources. Tell students that they may work in groups to get job titles.	

OBJECTIVE 6.3 USING THE INFORMATION SOURCES FROM P.O. 6.1, THE LEARNER WILL LOCATE AND LIST THE NAMES OF FOUR SPECIFIC INFORMATION SOURCES WHICH CAN GIVE HIM INFORMATION ABOUT AT LEAST TWO OF THE JOBS IN HIS FAVORED OCCUPATIONAL CELL ON HIS JOB CHART.

PRINCIPLE: If I can locate and list specific information sources, then I will have better information sources, so that I can get better information about careers.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS	6.31 Locate your favored occupational cell on your Job Expansion Chart.	Job Expansion Chart from 6.25.
	6.32 Write the name of one of the jobs in your favored occupational cell.	Pencil Paper
	6.33 Using your general sources of information, find and write the names of at least four sources which can give you information about the job named in Step two, and identify what type of resource it is.	General Sources of Information from P.O. 6.1. Use handout if necessary.
	6.34 Repeat Steps one throught three for at least one more job in your favored occupational cell.	

6.0 DEVELOPING AWARENESS OF JOB INFORMATION SOURCES.

P.O. 6.3

PRINCIPLE If you can locate better sources of information, then you can get more and better job information, so that you can make an even better job decision.

TCHR MATERIALS	TEACHER PROCEDURE - TELL, SHOW, DO METHODS	NOTES & EVALUATION
Transparency or large chart of job expansion from 6.25. Overhead, marking pencil	6.31 Choose a cell as an example and point to it on the transparency or chart.	
Chalk board Chalk	6.32 Write the name of a job title from this cell on the board.	
Hand out list of at least seven resources which can give specific information about the job in step two.	6.33 Under job title, write and say the names or titles of specific resources for this job title and identify type of resource (i.e. book, pamphlet, film, etc.)	
Library or other Resource Center	6.34 Provide students with a variety of resources from which to choose.	

Goal 7.0 DEVELOPING AND USING QUESTIONS TO OBTAIN INFORMATION ABOUT JOBS.

P.O. 7.1

PRINCIPLE If I can develop good questions to ask my sources, then I can gain accurate information, so that I will know more about my jobs.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Definition of Physical Requirements. (See Appendix.)	7.11 Give oral and written definition of Physical Requirement. Have students read definition.	
Transparency or Chalkboard. Overhead Marking Pencil.	7.12 Give oral and written example(s) of Physical Requirements. Have students give oral examples. Add student examples to list.	
Printed example of Physical Requirements List. Transparency of Job Requirement Chart. (See Appendix.)	7.13 Give out printed example sheet to student. Copy one example onto Job Requirement Chart. Have students copy examples from sheet onto Job Requirement Chart.	
	7.14 Give oral and written examples of verbs which might be used to add to the column Physical. Have students give oral examples. Have students add at least one example to chart.	
Example sheets of Intellectual and Emotional Requirements. (See Appendix.)	7.15 Give oral and written example for at least one Intellectual and one Emotional Requirement. Give students printed example sheet. Read instruction 7.15.	

OBJECTIVE 7.1 THE LEARNER WILL CLASSIFY AND EXPAND JOB REQUIREMENTS UNDER THE HEADINGS PHYSICAL, INTELLECTUAL AND EMOTIONAL.

PRINCIPLE If I can classify Job requirements as Physical, Intellectual and Emotional, then I can develop questions to ask my sources, so that I can gain accurate information.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Job Requirement - What a job wants from me. Physical Requirement - What a person must be or do with his body on the job. Intellectual Requirement- What a person must do with his mind on the job. Emotional Requirement - What a person must feel on the job. Review: Verb	7.11 Read and listen to the definition of Physical Requirement.	Definition of Physical Requirement.
	7.12 Read and listen to examples of Physical Requirements.	Examples of Physical Requirements.
	7.13 Copy the examples onto your Job Requirement Chart.	Job Requirement Chart
	7.14 Using verbs, add at least one Physical Requirement to the chart.	
	7.15 Repeat Steps one through four for the columns under Intellectual and Emotional.	Definitions and examples of Intellectual and Emotional Requirements.

OBJECTIVE 7.2 THE LEARNER WILL QUANTIFY EACH OF HIS JOB REQUIREMENTS FROM P.O. 7.1 AND WILL DEVELOP A QUESTION FOR EACH DEFINITION.

PRINCIPLE If I can quantify each of my job requirements, then I will know how well I must perform on a job, so that I can evaluate myself on job requirements.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Quantify - To state in a measureable way.	7.21 Read and listen to definition of quantify.	
	7.22 Look at your Job Requirement Chart under the heading Physical.	Job Requirement Chart from 7.15.
	7.23 Write a quantified definition of this job requirement using the phrase: Amount of time I have to spend (being, doing) _____.	
	7.24 Repeat steps two through three for the columns under Intellectual and Emotional.	
	7.25 On a separate sheet of paper, turn each of your statements into a question by using the question word: How (much, long fast etc.)	

P.O. 7.2 7.0 DEVELOPING AND USING QUESTIONS TO OBTAIN INFORMATION ABOUT JOBS.

PRINCIPLE If I can determine how well I must perform a job requirement, then I can measure myself against that requirement, so that I can see where I must improve.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Definition of quantify. Overhead or Chalkboard.	7.21 Give oral and written definition of quantify. Have student read definition.	
Transparency of Job Requirement Chart from 7.15.	7.22 Point to first job requirement on Job Requirement Chart under heading physical. Place a job requirement in this cell.	
	7.23 Write a quantified definition of this job requirement in this cell. Begin the definition with the phrase; Amount of time I have to spend (being, doing) _____. Ask students, "What is being measured?" Explain to students that there are other ways to quantify, but we are using time so that everyone is doing the same.	
	7.24 Do oral and written examples for at least one intellectual and one emotional job requirement.	
Refer to or hand out Physical Requirements List from Teacher Step 7.13.	7.25 Write a quantified job definition on the board. Amount of (time) I have to spend (being, doing). Give an oral and written example of a question you could ask about this definition beginning the questions with; How (much, long, fast, etc.).	

OBJECTIVE 7.3 GIVEN SIX BASIC JOB QUESTIONS USING "WHO", "WHAT", "WHY", "WHEN", "WHERE", AND "HOW" ON A CHART WITH THE HEADINGS "PHYSICALLY", "INTELLECTUALLY" AND "EMOTIONALLY" THE LEARNER WILL EXPAND HIS NUMBER OF QUESTIONS TO 18.

PRINCIPLE If I can combine six question words with terms physically, intellectually, emotionally, then I will increase my number of career questions so that I will know what to ask of my sources.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS	7.31 Look at job description chart.	Job Description Chart
	7.32 Write the name of your first job title in the proper space.	pencil Job Expansion Chart from 6.31.
	7.33 Locate the cell which represents the first job question under the heading Physically.	
	7.34 In this cell write a question which is stated, "Who is a (job title) physically? (heading name)	
	7.35 Fill in each of the remaining cells with a question which combines the job question with the heading by adding the heading name (physically, intellectually, emotionally) to the job question.	
	7.36 Fill in a second chart substituting the title of your second job choice and repeating steps one through five above.	Second Job Description Chart

GOAL 7.0 DEVELOPING AND USING QUESTIONS TO OBTAIN INFORMATION ABOUT JOBS.
P.O. 7.3

PRINCIPLE If you can increase your number of career questions, then you will know what to ask your sources, so that you can gain more complete information.

TCHR MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Transparency of Job Description Chart Overhead Marking Pencil	7.31 Place transparency on overhead. Read each of the job questions which is listed. Read each of the headings of the columns.	
	7.32 Write a job title in the proper space on the transparency. Have students write own job title from their own favored cell on **Job Expansion Chart from 6.31.**	
	7.33 Point to the cell which represents the first job question under the heading Physical. Have students point to corresponding cell on their charts.	
	7.34 Write the questions in the cell, "Who is _____ physically? Copy job title from top of page in blank. Have students write question in proper square and fill in own job title.	
	7.35 Repeat process above, filling in the question: Who is a _____ intellectually? Have students repeat process asking new question. Read instruction 7.15.	
	7.36 Read instruction 7.16.	

OBJECTIVE 7.4 GIVEN THE 18 QUESTIONS FROM P.O. 7.3 AND THE SEVEN SOURCES FROM P.O. 6.3, THE LEARNER WILL USE HIS SOURCES TO SUPPLY AT LEAST TWO QUANTIFIED ANSWERS FOR EACH OF HIS 18 QUESTIONS FOR EACH OF HIS JOB ALTERNATIVES.

PRINCIPLE If I can supply quantified answers to my job questions, then I will have useful information about jobs so that I will be able to make decisions about my career.

VOCABULARY FACTS & CONCEPTS	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
	7.41 Look at your first job description chart and read your first job question in the first cell.	Job Description Chart from 7.35.
	7.42 Use source list from P.O. 6.3 to locate the name of a source that can give you the answer to the above question.	Source list from 6.33.
	7.43 Locate the information in from that source.	
	7.44 Under your first job question on your chart write at least one quantified answer to that question, using the sentence: A _____ spends (amount of time) (doing, being) _____.	pencil
	7.45 Repeat steps one through four until each cell has at least one quantified answer.	
	7.46 Repeat steps one through six for your second job description chart.	Job Description Chart from 7.36.

7.0 DEVELOPING AND USING QUESTIONS TO OBTAIN INFORMATION ABOUT JOBS.

P.O. 7.4

PRINCIPLE If you have useful information, then you can make better career decisions, so that you will be happy with your chosen occupation.

TCHR MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Transparency of Job Description Chart from 7.35	7.41 Point to first question on chart. Have students point to question on own charts.	
Example of Source list from 6.33 on transparency.	7.42 Show students example of information source list. Have students locate their own source list.	
	7.43 Choose one available source and locate information about a job title. Refer to definition and examples of Physical Job requirements and tell students you will use these as clues to help you find information.	
Definition and examples of quantified answers to questions.	7.44 Review quantified orally and in writing. Give a written and oral example of a quantified answer. Give student think step. (Amount of time I have to spend _____.) Have students provide oral examples of quantified answers to the question in the first cell.	
	7.45 Repeat step five for at least one more job question.	
	7.46 Read and write instruction for 7.46. Have students read instructions for 7.46.	

OBJECTIVE 8.1 THE LEARNER WILL STATE IN WRITING AT LEAST THREE PHYSICAL, THREE INTELLECTUAL AND THREE EMOTIONAL OCCUPATIONAL VALUES AND WILL DEFINE EACH IN TERMS OF QUANTITY.

PRINCIPLE If I can state my occupational values in terms of quantity, then I will be able to clarify what's important to me so that I can choose between careers.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS occupational value - What I want from a job. physical occupational value - What I want to do with my body on a job. intellectual occupational value - What I want to do with my mind on the job. emotional occupational value - How I want to feel emotionally on the job. Review: quantity	8.11 Listen to teacher definition of occupational value.	
	8.12 Read the list of physical values and their definitions.	Physical values list.
	8.13 Under the heading Physical Values write at least three of your physical values and define each in terms of quantity.	Pencil Paper
	8.14 Write a statement about each of your physical values using the sentence: I want to spend (amount of time) (doing, being) _____.	
	8.15 Repeat steps one through three for your intellectual and emotional values, using the lists of Intellectual and Emotional values as a resource.	Intellectual and Emotional Values List.

GOAL 8.0 CLARIFY AND IDENTIFY OCCUPATIONAL VALUES P.I.E (WHAT'S IMPORTANT TO ME).

P.O. 8.1

PRINCIPLE If you can clarify what is important to you, then you can choose between careers, so that the career you choose fits you.

TCHR MATERIALS	TEACHER PROCEDURE-TELL, SHOW, DO METHODS	NOTES & EVALUATION
Chalk board or overhead. Chalk or marking pencil.	8.11 Give oral and written definitions of physical value.	
Transparency of sample value lists. (See Appendix.)	8.12 Give students printed lists of values and definitions. Give oral and written examples of value with definitions.	
	8.13 Read instruction for 8.13. Under heading My Physical Values: Write three physical values and definitions. Review term: Quantity.	
	8.14 Next to one of the Physical values write a statement about that value, using the sentence: I want to spend (amount of time) (doing, being) (value). Have students give oral examples using the above format. Write student examples.	
	8.15 Give oral and written examples of at least one intellectual and one emotional value (steps three through four).	

OBJECTIVE 9.1 THE LEARNER WILL USE NUMBERS TO SHOW THE RELATIVE IMPORTANCE OF HIS OCCUPATIONAL VALUES AND WILL MAKE AN INTERPRETIVE STATEMENT REGARDING HIS NUMBERS.

PRINCIPLE: If I can use numbers to show the importance of my values, then I will know more clearly the order of my values, so that I can make better choices.

VOCABULARY FACTS & CONCEPTS	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
Review: Weight	9.11 Read your list of occupational values.	Students previously prepared list from 8.15.
	9.12 Assign the weight of ten to that value which is most important to you.	Pencil
	9.13 Assign the weight of one to that value which is least important to you.	
	9.14 Using numbers between one and ten, assign weights to your remaining values.	
	9.15 Make a statement about your most important value by using the sentence: My most important occupational value is _____ because _____.	
	9.16 Make a statement about your least important value by using the sentence: My least important occupational value is _____ because _____.	

9.0 ORDERING OF OCCUPATIONAL VALUES.

P.O. 9.1

PRINCIPLE If you know the order of your values, then you can make better choices, so that your most important values are considered when you choose a job.

TCHR MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Overhead or chalkboard Transparency	9.11 Tell students to read lists of occupational values. Ask students for oral examples. Write students oral examples. (at least three).	
Definition of Weight - A number which represents how much you like or dislike something.	9.12 Review term weight. Assign weights of ten to your most important value. Ask student what the number means. Have students assign ten to one of their own values.	
	9.13 Assign weight of one to your least important value. Ask students what the number means. Have students assign weight of one to one of their own values.	
	9.14 Assign weight to remaining value(s). Ask student what number(s) means. Have students assign weights to their remaining values.	
	9.15 Write and read the statement: "My most important value is _____ because (your own reason). Have students make their own statement.	
	9.16 Write and read the statement: "My least important value is _____ because (your own example). Have students make their own statement.	

OBJECTIVE 10.1 USING A FAVORABILITY SCALE, THE LEARNER WILL EVALUATE EACH OF HIS JOB ALTERNATIVES IN TERMS OF EACH OF HIS OCCUPATIONAL VALUES.

PRINCIPLE If I can assign a favorability sign to each of my jobs according to my values, then I can evaluate the job, so that I can decide whether or not the job fits me.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Favorability scale - A scale which I can use to show what the job will give me in terms of each occupational value. ++ most favorable + favorable +- acceptable - unfavorable -- least favorable Review: Favorable	10.11 Write your first job title on your decision-making chart. Look at your first occupational value.	Decision-making chart Pencil
	10.12 Copy your occupational values and weights onto decision-making chart.	Values and weights from 9.14.
	10.13 Use your job requirement chart from P.O. 7.22 to determine if the job gives you your occupational value.	Job requirement chart from step 7.22.
	10.14 Listen to description of favorability scale.	
	10.15 Assign a favorability sign to your first job in terms of your first occupational value.	
	10.16 Repeat steps one throught four for each of your occupational values.	
	10.17 Repeat steps one through five for your second job title.	Another decision-making chart.

GOAL 10.0 EVALUATION OF JOB BASED ON PERSONAL OCCUPATIONAL VALUES.

P.O. 10.1

PRINCIPLE If you can evaluate the job, then you can make a better job decision, so that you are happier with your chosen occupation.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Transparency of Decision-making chart. (See Appendix.) Overhead. Marking Pencil.	10.11 Give students first decision-making chart. Put transparency on overhead. Write a job title in the proper space.	
	10.12 Write in occupational values and weights (at least one P, one I, and one E) in proper spaces on decision-making chart. Tell students to copy values and weights from 9.14 onto chart. Point to the proper spaces.	
Transparency of completed Job Description Chart from P.O. 7.2.	10.13 Read occupational value. Point to answer on job description chart which is related to value. Have students locate answer to their value on own job description chart.	
Transparency of Favorability Scale.	10.14 Write (or point to) favorability scale. Tell students meanings of signs. Have students give meanings of signs.	
	10.15 Assign to first job in terms of first value favorability sign in proper space. Tell students why you gave it the sign you did. Have students assign favorability sign to own first job and value.	
	10.16 Read instruction for 10.16. Assign favorability sign to job in terms of second value. Have student tell you what the sign means.	
	10.17 Give students second decision-making chart. Read instruction for 10.17.	

OBJECTIVE 10.2 USING ADDITION AND SUBTRACTION, THE LEARNER WILL DETERMINE A SCORE FOR EACH OF HIS JOB RELATED VALUES AND COMPUTE A JOB SCORE FOR EACH OF HIS JOB ALTERNATIVES.

PRINCIPLE: If I can determine my job score for each of my job alternatives, then I can use these scores to evaluate my jobs, so that I can better understand how a job fits me.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS decision-making chart Positive numbers - Numbers greater than zero. Negative numbers - Numbers less than zero. Think of a game where your score goes in the hole. Job Score - A number we assign to a job to show how well it matches our values.	10.21 Look at decision-making chart with favorability and weighted values.	
	10.22 For each value with only "+" signs add its weight once for each time a "+" sign appears and write the sum as a positive number next to the favorability sign.	
	10.23 For each value with only "-" signs add its weight once for each time a "-" sign appears and write the sum as a negative number next to the favorability sign.	
	10.24 For each value where both a "+" and "-" sign appears the sum should be 0 and written next to the favorability sign.	
	10.25 Add all positive scores from step 10.22 and write the answer in the margin.	
	10.26 Add all negative scores from step 10.23 and write in margin beneath answer to positive scores.	
	10.27 Subtract negative scores from positive scores and record answer as job score.	

GOAL 10.0 EVALUATION OF JOB BASED ON PERSONAL OCCUPATIONAL VALUES.

P.O. 10.2

PRINCIPLE If you can use a job score to evaluate your job, then you can better understand how the job fits you, so that you can decide if it is the job for you.

TCHR MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
	10.21 Use a chart to point out weights and favorability signs.	
Decision-making chart on Board or Overhead showing name of job, some values, weights and favorability signs. Chart should include values with all possible favorability signs: ++, +, +-, -, --.	10.22 Explain that you first look at only values with just "+" signs. Your example should have several such signs. Use the weight once for each "+" sign and show sum next to favorability sign. If students are familiar with positive and negative numbers use "+" sign for positive next to the sum e.g. (+18). If they are unfamiliar with it or it causes confusion, write the sum as (positive 18) or (gain 18).	
	10.23 Go through the same process with values having only "-" signs and write answer as e.g. (-14) or (negative 14) or (loss 14).	
	10.24 Point out any value where both a "+" and "-" sign appears and ask what happens when there is a gain of a certain amount; e.g. six and a loss of the same amount. Explain then that whenever a + and - sign appears the sum is zero.	
	10.25 Point out all answers marked + or positive or gain and find their total and show a place on chart to write it such as the margin.	
	10.26 Point out all answers marked - or negative or loss, find their total and write it beneath the answer from step 10.25.	
	10.27 Subtract the total negative score from total of positive scores and show students on the chart where to place their result which we will call the job score.	

OBJECTIVE 10.3 THE LEARNER WILL USE ADDITION AND THE NUMBERS WHICH REPRESENT HIS WEIGHTED VALUES TO DETERMINE AN IDEAL JOB SCORE.

PRINCIPLE If I can determine an ideal job score, then I can compare it with real job scores, so that I can determine which job fits me best.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Ideal Job Score - The number which represents a job which provides all chosen occupational values. Column - A vertical list.	10.31 Write a favorability sign for each of your values. Remember this is for an ideal job.	Weighted values from 9.14. pencil paper
	10.32 Use the weight of your value once for each "+" isgn and show sum next to favorability sign.	
	10.33 Repeat Steps one and two for each occupational value.	
	10.34 Add the numbers from step 10.33 to get ideal job score.	
	10.35 Make a statement: "My ideal job score is _____."	

GOAL 10.0 EVALUATION OF JOB BASED ON PERSONAL OCCUPATIONAL VALUES.

P.O. 10.3

PRINCIPLE If you can compare your real and ideal job scores, then you can determine how well the job fits your values, so that your job choice will be right for you.

TCHR. MATERIALS	TEACHER PROCEDURE - (TELL, SHOW, DO METHODS	NOTES & EVALUATION
Overhead and marking pencil or Chalk board and chalk Weighted values from 9.14 on transparency or board.	10.31 Read and write Step 10.31. Do Step 10.31. Have students do 10.31. Explain that an ideal job should meet one's values very favorably, therefore; such a job would have a ++ assigned each value and we would use the value's weight twice.	
Weighted values from 9.14 on transparency or board.	10.32 Show weighted values and 9.14 transparency. Have students locate weighted values from P.O. 9.14. Read Step 10.32. Do Step 10.32. Have students do 10.32.	
Definition of <u>ideal job score</u>.	10.33 Read instruction for Step 10.33. Have students do 10.33.	
	10.34 Define: <u>ideal job score</u>. Add column of numbers from previous step. Tell students to add numbers from previous step.	
Prepared statement.	10.35 Write and read statement: My <u>ideal job score</u> is _____. Fill in blank with total from previous step. Have students write completed statement using total from previous step.	

OBJECTIVE 10.4 USING HIS IDEAL JOB SCORE FROM P.O. 10.3 AND EACH OF HIS JOB SCORES FROM P.O. 10.2, THE LEARNER WILL USE DIVISION TO SHOW WHICH OF HIS JOB SCORES MOST NEARLY APPROACHES HIS IDEAL JOB SCORE AND WILL MAKE A STATEMENT WHICH INTERPRETS HIS RESULTS.

PRINCIPLE If I can compare each of my job scores to my ideal score, then I can see which is closest to my ideal job, so that I can choose one job to explore more thoroughly.

VOCABULARY	STUDENT PROCEDURE - (10 STEPS, EXAMPLES, ETC)	MATERIALS
FACTS & CONCEPTS fraction numerator - top number in a fraction. denominator - bottom number in a fraction. divide decimal fraction multiply percent sign % job favorability score - the percentage which indicates how your job score compares to your ideal job score. compare alternative	10.41 Write a fraction using your job score for your first job alternative as the numerator and ideal job score as the denominator.	Job score from 10.29. Ideal Job score from 10.36. Paper, Pencil
	10.42 Divide the numerator of the fraction by the denominator to get a decimal fraction.	
	10.43 Multiply your answer by 100 and add a percent sign %.	
	10.44 Make the statement: My job favorability score for my first job alternative is _____% of my ideal job score.	
	10.45 Repeat steps one through four for your second job alternative.	Ideal Job score from 10.20.
	10.46 Compare the answer from step four with the answer from step five.	
	10.47 Make a statement: My (first or second) job alternative is better for me than my (first or second) job alternative because _____.	

GOAL 10.0 EVALUATION OF JOB BASED ON PERSONAL OCCUPATIONAL VALUES.
2.0. 10.4

PRINCIPLE If you can compare more than one job to an ideal job score, then you can choose the best one to explore further, so you can gain more information.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
A prepared example such as Job score 62, Ideal score 85.	10.41 Show a job score and an ideal score and review their meaning. Form a fraction $\frac{\text{job score}}{\text{ideal score}}$ e.g. $\frac{62.}{85}$	
Prepared example e.g. $85\overline{)62.00}$ .72, 59.5, 2.50, 1.70, 80	10.42 Tell students to change the fraction to its decimal form by dividing ideal score$\overline{)\text{job score}}$ e.g. $85\overline{)62}$. Show that to do this a decimal point must be placed behind the job score and two zeros annexed to the number e.g. $85\overline{)62.00}$. Complete division and ignore any remainder that may occur.	
.72 x 100 = 72.00 or .72 x 100 = 72. = 72 therefore .72 = 72%	10.43 Explain that to change a decimal number to a percent you can multiply by 100 and attach a "%" sign. Tell students an easy way to multiply by 100 is to move the decimal point two places to the right.	
Format example e.g. See student step 10.44.	10.44 Show student format statement and complete it for your above example.	
A second job score and a prepared example.	10.45 Repeat above process for a second job.	
	10.46 Compare your first job percent to second job percent.	
Prepared statement.	10.47 Make a comparative statement about the two job scores using format statement as shown in student step 10.47.	

OBJECTIVE 11.1 THE LEARNER WILL IDENTIFY AND CONTACT A PERSON WITH THE LEARNER'S JOB ALTERNATIVE AND MAKE AN APPOINTMENT FOR AN INTERVIEW.

RATIONALE If I can contact a person for an appointment for an interview, then I can interview, the person, so that I can learn what would be required of me on his job.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Program - A list of step-by-step instructions. Role play - Act out a situation.	11.11 Read and listen to provided program steps for contacting a people source of information by phone.	Phone Contact Program.
	11.12 Observe role playing situation which uses the program.	
	11.13 Role play the situation with another person.	A partner.
	11.14 While being observed, contact your own people source and go through steps in the program.	The name and phone number of your people source. Your program from 11.11.
	11.15 Give information about interview place and time to teacher on a sheet signed by your observer.	pencil paper

11.0 IDENTIFYING SPECIFIC SKILLS THROUGH PERSONAL INTERVIEW.

PRINCIPLE If you can interview a person on the job, then you can learn what is required of you, so that you can evaluate yourself on these requirements.

TEACH. MATERIALS	TEACHER PROCEDURE - TELL, SHOW, DO METHODS	NOTES & EVALUATION
Transparency of Phone Contact Program. or Written on board.	11.11 Give students printed program steps. Read through entire program. Have students read through program steps.	
Definition of Role Play. Another adult.	11.12 Define role play. Role play a telephone conversation with a person in which you go through all of the program steps. Have students read program as they observe you role playing.	
Large enough room to prevent confusion.	11.13 Tell students to select partners. Tell students to role play using their program as a guide. Have students role play in both roles (interviewer and interviewee).	
Lists of possible contacts for students. Telephone books. Newspapers. You. Telephone. Counselor or other adult.	11.14 Tell students they are to identify and contact someone in their first job alternative. Find the name of one person in one job alternative in the telephone book. Assign 11.14 as homework. (If student does not have phone, arrange to make calls from school.) (See Note to Teacher.)*	
	11.15 Collect information from each student regarding interview place and time. Ask students to tell some of their experiences and feelings about the contacts they made.	
	* Note to Teacher: Student should be observed while making contact. Observation could be made by parent, teacher, counselor or other adult.	

OBJECTIVE 11.2 THROUGH CLASSROOM SIMULATION THE LEARNER WILL PRACTICE ATTENDING, RESPONDING AND SUMMARIZING SKILLS IN PREPARATION FOR AN "ON-THE-JOB" INTERVIEW.

PRINCIPLE: If I can attend, respond, and summarize in a classroom, then I can attend, respond and summarize during my interview so that I can gain more information from my people source.

VOCABULARY FACTS & CONCEPTS	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
Attending - Showing attention physically, intellectually and emotionally. Responding - Verbally repeating the exact meaning of a person's statement. Eye contact - Looking at a person's eyes when you are talking with him. Summarize - To verbally respond with one short statement that gives the meaning of several statements.	11.21 Read and listen to definitions of attending and responding.	
	11.22 Read steps 11.24 - 11.212.	
	11.23 Observe teacher demonstration of attending, responding and summarizing skills.	
	11.24 Face your partner squarely.	partner chair
	11.25 Lean toward your partner.	
	11.26 Maintain eye contact.	
	11.27 Ask the question, "What is one thing you like about school and why?"	questions
	11.28 Listen to partner's answer.	
	11.29 Repeat partner's answer word for word.	
	11.211 Repeat steps five through seven, three times asking for more information each time.	
	11.[illegible] [illegible] "What [illegible] said [illegible]	

P.O. 11.2

PRINCIPLE If you can attend, respond and summarize during an interview, then you can be sure you are hearing a person correctly, so that your information is accurate.

TCHR MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Chalkboard or Overhead Chalk or Marking Pencil	11.21 Give oral and written definitions of attending, responding and summarizing. Give oral and written definitions of eye contact. Have students read definitions.	
Student Procedure steps for P.O. 11.2.	11.22 Read steps 11.24 - 11.212. Have students read 11.24 - 11.212.	
Partner	11.23 Tell students to observe you and to follow their program steps. Using the program steps 11.24 - 11.212 demonstrate attending, responding and summarizing.	
Large room Chairs in pairs or in a circle with one pair in the middle of the circle.	11.24 - 11.212 Have students choose partners. Have students do Steps 11.24 - 11.212. Circulate around room observing student performance or students may demonstrate two at a time in front of class.	

OBJECTIVE 11.3 THE LEARNER WILL USE A PRE-INTERVIEW CHART TO DEVELOP PRE-INTERVIEW PROGRAMS.

PRINCIPLE If I can develop a pre-interview program, then I can do what I said I had to do, so that I will be ready for my interview.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Pre-Interview - Before the interview.	11.31 In proper cell, write the question, "What do I have to do physically the day before the interview?"	Pre-Interview Program Chart.
	11.32 Write at least two answers to question one under heading Day Before on Chart.	
	11.33 Write the question, "What do I have to do intellectually the Day before the interview?" in the proper cell.	
	11.34 Write at least two answers for question two.	
	11.35 Write the question, "What do I have to do emotionally the day before the interview?"	
	11.36 Write at least two answers for question three.	
	11.37 Repeat steps one through six to get questions and answers for all other cells on chart.	
	11.38 Add at least one more answer to each cell.	

11.0 IDENTIFYING SPECIFIC SKILLS THROUGH PERSONAL INTERVIEW.

PRINCIPLE If you do what is necessary to get ready for your interview, then you will be prepared for your interview, so that your interview will be successful.

TEACHER MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Transparency of Pre-Interview Chart (Appendix) Overhead Projector Marking pencil	11.31 Give students Pre-Interview Charts. Put Chart on overhead. Point to first cell on chart and write question, "What do I have to do <u>physically</u> the day before the interview?"	
Prepared answers to question one.	11.32 Give an oral and written answer to the first question. Have students give a second answer to the first question. Write down student answer.	
Prepared answers to question two and three.	11.33 - 11.36 Repeat process from two previous steps using questions: "What do I have to do <u>intellectually</u> the day before the interview?" and "What do I have to do <u>emotionally</u> the day before the interview?"	
	11.37 Read instruction 11.37 to student. Have students read instruction for 11.37. Have students do 11.37.	
	11.38 Read instruction 11.38 to students. Have students read 11.38. Have students do 11.38.	

OBJECTIVE 11.4 THROUGH A PERSONAL INTERVIEW WITH SOMEONE "ON-THE-JOB" THE LEARNER WILL DETERMINE AT LEAST FIVE SKILLS THAT THE PERSON MUST PERFORM BY ASKING QUESTIONS ABOUT: WHAT HE DOES, HOW WELL AND WHY.

PRINCIPLE If I can interview a person properly, then I can gain more and better information about my job, so that I can determine what skills I need to do the job.

VOCABULARY FACTS & CONCEPTS	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
Introduce Interview - Face to face meeting to gain information. Review: Attend Respond Role play	11.41 Read and listen to the following five steps.	
	11.42 Introduce yourself.	
	11.43 Tell the person being interviewed that you have several questions to ask.	
	11.44 Ask: "What one thing do you do that I could learn to do at my age?", "How well must it be done?", "May I watch you do it?", "May I try to do it?"	
	11.45 Attend and respond to person.	Attending and responding skills from P.O. 11.2.
	11.46 Repeat steps three and four until you have at least three skills identified.	
	11.47 Role play Steps 11.41 - 11.45 with someone in your class.	Partner
	11.48 Make real interview with someone "on-the-job."	people source
	11.49 Fill out job skill chart with answers you receive.	Job skill chart with questions.

11.0 IDENTIFYING SPECIFIC SKILLS THROUGH PERSONAL INTERVIEW.

PRINCIPLE If you can gain more and better information about a job, then you can determine what skills you need to do the job, so that you will know where you are and where you have to go.

TEACH. MATERIALS	TEACHER PROCEDURE - TELL, SHOW, DO METHODS	NOTES & EVALUATION
Transparency of Steps 11.41 - 11.42. Overhead projector Chalkboard and chalk	11.41 Give oral and written definition of Interview. Give oral and written steps 11.41 - 11.42. Have students read steps 11.42 - 11.46.	
	11.42 - 11.43 Write Step 11.41 and 11.42 on board. Show students examples of introduction. Have students demonstrate introduction.	
	11.44 Write and read questions from 11.44. Have one student read questions orally. Have all students read questions silently.	
	11.45 Write step 11.45. Review attend and respond orally. Have a student demonstrate attending and responding.	
	11.46 Write step 11.46. Read 11.46. Have students read 11.46 and discuss.	
A pair of rehearsed students. Room arranged for role playing.	11.47 Read and write step 11.47. Review role play. Have two students (previously selected) role play steps 11.42 - 11.46. Have all students role play steps 11.42 - 11.46.	
	11.48 Read and write step 11.48. Have step 11.48 as homework assignment. Have students do 11.48.	
	11.49 Show visual example of Job Skill Chart. Give students printed Job Skill Charts. Orally explain Job Skill Chart. Have students complete Job Skill Chart. Collect Job Skill Charts.	

OBJECTIVE 12.1 USING THE NUMBERS ONE, TWO AND THREE THE LEARNER WILL EVALUATE HIMSELF ON EACH OF THE JOB SKILLS DESCRIBED DURING HIS INTERVIEW AND IDENTIFY THE SKILL(S) IN WHICH HE IS DEFICIENT.

RATIONALE: If I can identify the job skills that I lack, then I can see how I stand in relation to the job, so that I can begin to prepare myself for the job.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS self evaluation - measuring oneself in terms of job requirements.	12.11 Look at self evaluation chart.	Self Evaluation Chart
	12.12 Write one of your job skills at the top of the page in column one.	pencil job skills from 11.48
	12.13 If you can do the skill as well as would be required on the job put an X on the line next to the two.	
	12.14 If you can do the skill better than would be required on the job put an X above the line across from the three.	
	12.15 If you can not do the skill as well as would be required on the job put an X under the line next to the one.	
	12.16 Repeat steps one through five for at least two other skills using columns two and three.	
	12.17 Finish this sentence: The skill(s) which I can not do at the required level is (are) _____.	

GOAL 12.0 EVALUATION OF ONESELF IN RELATION TO THE JOB REQUIREMENTS.

P.O. 12.1

PRINCIPLE If you can see how you stand in relation to the required skills of a job, then you can prepare yourself for the job, so that you will perform well.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Transparency of Self Evaluation Chart (See Appendix.) Overhead.	12.11 Give students printed Self Evaluation Chart. Read and point out Step 12.11. Have students do Step 12.11.	
Prepared name of job skill.	12.12 Read and point out Step 12.12. Write a job skills in column one. Have students write job skill on paper.	
	12.13 Read and write step 12.13. Tell students to ask himself, "Can I do the skill as well as would be required on the job?" If yes, they can put an X in the proper space on the chart. If no, go on to step 12.14. Do example. Have students do step 12.13.	
	12.14 Read and write step 12.14. Tell students to ask themselves, "Can I do the skill better than would be required on the job?" Do example. Have students do step 12.14.	
	12.15 Read and write step 12.15. Tell students to ask himself the question, "Can I not do the skill as well as would be required on the job?" Do example. Have students do 12.15.	
	12.16 Read step 12.16. Tell students to do 12.16.	
	12.17 Give oral and written example of format sentence from 12.17. Have students name the skills on which you rated yourself. Write the completed sentence. Tell students to do step 12.17.	

OBJECTIVE 13.1 USING THE SKILLS DEFINED IN P.O. 12.1 IN WHICH THE LEARNER IS DEFICIENT THE LEARNER WILL DEVELOP AT LEAST ONE SKILLS ACQUISITION PROGRAM WHICH STATES WHAT HE CAN DO, WHAT HE WANTS TO BE ABLE TO DO, AND THE NECESSARY SEQUENTIAL INTERMEDIATE STEPS.

PRINCIPLE: If I can write a program, then I can determine how I am going to reach my last step, so that I can practice my program and develop my skill.

VOCABULARY FACTS & CONCEPTS	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
Review: Program Proper order	13.11 Write one job skill you do not have as yet, at the bottom of your paper.	paper pencil statement from self evaluation chart from 12.17.
	13.12 Write a first program step (which will be "Observing someone performing the skill" at the top of your paper.	
	13.13 Write a middle program step between the top and bottom steps, remembering what you saw during your observation of the skill. (Use your job skill chart from 11.49.)	Job Skill Chart from 11.49.
	13.14 Write additional program steps between the steps you already have until all steps have been included in proper order.	

13.0 DEVELOP PROGRAMS FOR ACQUIRING NEEDED OCCUPATIONAL SKILLS.

PRINCIPLE If you can practice your program and develop your skills, then you will be ready for the job, so that you can get the job you want.

TEACH MATERIALS	TEACHER PROCEDURE - TELL, SHOW, DO METHODS	NOTES & EVALUATION
overhead or chalk board	13.11 Write a job skill at the bottom of the board or transparency. Tell students to look at Self evaluation form, find a skill they do not have and write it at the bottom of their paper. (Use a skill that will be familiar to all students, such as writing on the chalk board.)	
	13.12 Review the fact, program. Write "Observing someone performing the skill as the first program step. Have students copy as their first program step. Most students should have done this during their interview. If they have not this will be their first step.	
	13.13 Write a middle program step. Tell students to use the Job Skills Chart from 11.49 to fill in a middle step. (Students who have not yet made observation can not fill this out without observation or a written description of the skill.)	
	13.14 Show students how to write sequential steps. Ask students for steps and ask them to check for sequence. Have students complete their own programs with at least five steps.	

OBJECTIVE 13.2 USING THE PROGRAM DEVELOPED IN P.O. 13.1 THE LEARNER WILL PRACTICE EACH STEP OF THE PROGRAM UNTIL HE CAN PERFORM THE SKILL.

PRINCIPLE If I practice my program until I have the skill, then I can perform the skill, so that I'll be prepared to get a job.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS		
Program - Steps I perform to gain a certain skill. Step Chart	13.21 Look at example of program. Listen to the think steps needed for writing a program. Look at your program from step 13.14.	Program from step 13.14.
	13.22 Write the steps from your program on the step chart.	Step Chart Pencil
	13.23 Look at your first step. If you have completed this step mark an X beside the step. If you have not completed the step you must wait until you have completed it before marking that step.	
	13.24 Work daily at completing your steps. If for some reason you cannot do this ask your teacher for advice with regard to your situation.	
	13.25 After completing all steps in your program practice the entire program until you are sure you have mastered the skill well enough to be able to do it on the job.	
	13.26 Perform the skill for a person on the job or for a parent or teacher and turn in your completed step chart to your teacher.	

13.0 DEVELOP AND CARRY OUT PROGRAMS FOR ACQUIRING NEEDED OCCUPATIONAL SKILLS.

PRINCIPLE If you can perform a skill, then you can get a job, so that you can stand on your own.

TCHR MATERIALS	TEACHER PROCEDURE - TELL, SHOW, DO METHODS	NOTES & EVALUATION
Prepared program with five steps.	13.21 Show students a program and review how the steps relate i.e. first step is observation, last step is the skill, intermediate steps are sequential etc. All steps are observable, measurable, and repeatable. Have students look at their own programs from step 13.14.	
Prepare and hand out the student's Step Chart. (Appendix.)	13.22 Show step chart and fill in the steps using the above program. Instruct students to do the same using their own program.	
	13.23 Mark an X on first step. Explain that student should do same only if he has completed observing someone performing the skill.	
	13.24 Explain that the student is to practice and complete the steps on his or her own time or free class time when applicable. Also that they should be worked on daily until the skill is mastered. Teacher must check to see that the steps and not too large for student to perform before the career course ends.	
	13.25 Explain to students that the skill must be done well enough to do it on the job.	
Prepared note for signature of the skill observer.	13.26 Tell student that ideally he should try to perform the skill on the job, but if this is not possible it should be performed for a parent or teacher. The student should get a note from the person stating that he has observed the student perform the skill satisfactorily.	

OBJECTIVE 14.1 USING THE FORMAT, IF I CAN (JOB SKILL), THEN I CAN (GOAL), SO THAT I CAN (HUMAN BENEFIT).

PRINCIPLE If I can write a principle for each of my job skills, then I can see how my skill is related to my goal, so that I will know why I should learn the skill.

VOCABULARY FACTS & CONCEPTS	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
goal - The end toward which effort is directed. human benefit - That which is good for human beings. principle - A statement which relates what a person can do to what he wants to be able to do and why he wants to do it.	14.11 Read the description of your first job skill.	Statement of job skills from 12.17.
	14.12 Rewrite this sentence to make a principle for yourself: If I can (job skill), then I can (goal), so that I can (human benefit).	definitions of: principle job skill goal human benefit
	14.13 Repeat steps one and two for each of your job skills.	

14.0 INVESTIGATE PRINCIPLES THAT RELATE PERFORMANCE TO GOALS TO HUMAN BENEFIT.

P.C. 14.1

PRINCIPLE If you can see how your skill is related to your goal, then you will know why you should learn the skill, so that you will have a reason to work harder.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
overhead or chalkboard	14.11 Have students read description of one of their job skills. Write a job skill. Have students write on of their job skills.	
Prepared Principle Statement	14.12 Write format sentence on the board. Have oral and written definition of goal, human benefit, and principle. Rewrite format sentence, supplying information in blanks. Have students write a principle. Have several students read examples of principles or put on board.	
	14.13 Write and read step 14.13. Do one more example. Have students do 14.13.	

OBJECTIVE 15.1 USING ANY NEW INFORMATION WHICH HE HAS GAINED, THE LEARNER WILL REDO THE FAVORABILITY SCORES FOR HIS JOB AND WILL USE ADDITION AND SUBTRACTION TO RE-EVALUATE HIS CHOSEN JOB ALTERNATIVE.

PRINCIPLE If I can re-evaluate my job using new information, then I can compare my new job with my old job score, so that I can better see if the job fits my occupational values.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Review: Job description chart Occupational values Weights Favorability signs Job score	15.11 Write down any new information you have gained about your first job alternative on your job description chart from P.O. 7.2.	Pencil Paper Job Description Chart from 7.26.
	15.12 On the new decision-making chart write the name of your first job alternative.	New Decision Making Chart
	15.13 Copy your occupational values and weights from 9.14.	
	15.14 Assign favorability signs to your first job alternative for each of your occupational values.	
	15.15 Use addition and subtraction to compute a job score.	

15.0 REEVALUATION OF JOB WITH REGARD TO NEW INFORMATION.

PRINCIPLE If you compare your old and new job scores, then you will have a better basis to evaluate your job, so that you can make an even better decision.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Overhead/Chalkboard Transparency of Job Description Chart	15.11 Read and write Step 15.11. Have students read and find their Job Description Chart. Write down example of new information. This could be a change in an old information or new information. Have students add new or different information to Job Description Chart.	
Transparency of Decision Making Chart.	15.12 Write job name on proper blank. Have students write own job alternatives on chart.	
	15.13 Have students find values and weights from 9.14. Write at least three values on your chart. Tell students copy their own values and weights on chart.	
	15.14 Review the process of assigning favorability signs by using student input. Tell them the original program is in P.O. 10.1. Tell students that new information should change their favorability signs. (Not their values or weights.) Have student do 15.14.	
	15.15 Review Job Score and the process used to obtain it from P.O. 10.2. Have students compute new job score.	

OBJECTIVE 15.2 THE LEARNER WILL USE DIVISION AND MULTIPLICATION, TO COMPARE HIS PRESENT JOB FAVORABILITY SCORE AND INITIAL JOB FAVORABILITY SCORE AND MAKE A STATEMENT CONCERNING THEIR RELATIVE FAVORABILITY.

PRINCIPLE If I can compare my present favorability score with my first favorability score, then I can reevaluate the job, so that I can decide if the job is right for me.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Review: job favorability score ideal job score	15.21 Write down your ideal job score from P.O. 10.3.	Ideal job score from 10.36.
	15.22 Using your new job score from P.O. 15.1 and your ideal job score from P.O. 10.3 use division and multiplication to compute a new job favorability score.	Job score from 15.15.
	15.23 Write down your old job favorability score from P.O. 10.4.	Job favorability score from 10.4.
	15.24 Compare your old job favorability score with your new job favorability score.	
	15.25 Make a statement using this sentence: My first job alternative is (more or less) favorable for me now because _____.	

GOAL 15.0 REEVALUATION OF JOB WITH REGARD TO NEW INFORMATION.

P.O. 15.2

PRINCIPLE If you can reevaluate your job, then you can decide if the job is right for you, so that you don't get trapped in an unhappy job situation.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Chalkboard or overhead	15.21 Review ideal job score. Have students find ideal job score from 10.36 and write it down.	
	15.22 Review Job Favorability Score. Review process for determining job favorability score. Tell students the process is given in P.O. 10.4. This may be used for review. Do example of process using new job score and old ideal score. Have students do step 15.22.	
	15.23 Read step 15.23. Have students locate and write down Job Favorability Score from 10.44.	
	15.24 Write new and old job favorability score. Ask student which represents better job choice and why. (The higher percentage is the better job because it shows that it is closer to the ideal job.)	
Prepared statement.	15.25 Write format. Using information from 15.24 fill in information in blanks in statement. Have students use their own information to write a completed statement.	

OBJECTIVE 16.1 THE LEARNER WILL INCREASE HIS LIST OF OCCUPATIONAL VALUES FROM P.O. 8.1 BY AT LEAST ONE VALUE, ASSIGN NEW WEIGHTS, COMPUTE A NEW IDEAL JOB SCORE AND COMPARE IT TO HIS OLD IDEAL JOB SCORE.

PRINCIPLE If I can compute a new job score based on new values, then I can reevaluate my new job, so that I can see how my new value affected how right the job is for me.

VOCABULARY	STUDENT PROCEDURE - (DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Review: occupational value quantity weight ideal job score Compute - To determine mathematically.	16.11 Write down at least one new occupational value and define it in terms of quantity.	Pencil Paper
	16.12 Copy your list of occupational values from P.O. 8.1 and add your new value to the list.	Occupational values from P.O. 8.1.
	16.13 Using numbers one through ten, weight your values.	
	16.14 Using addition, compute a new ideal job score.	Refer to 10.3 for process.
	16.15 Copy your old ideal job score from P.O. 10.3.	
	16.16 Compare your old ideal job score from P.O. 10.3 with your new ideal job score.	
	16.17 Finish the sentence: By adding (number of new values) I have (raised, lowered) my ideal job score.	

P.O. 16.1

16.0 REEVALUATION OF OCCUPATION WITH REGARD TO CHANGE OF VALUES.

PRINCIPLE If you can reevaluate your job in terms of a change in values, then you can see how any change in values might affect job choice, so that you can always evaluate your job situation in the future.

TEACHER MATERIALS	TEACHER PROCEDURE - (TELL, SHOW, DO METHODS	NOTES & EVALUATION
Chalkboard or overhead	16.11 Review terms Occupational Value and quantity. Do one example. Tell students to write down something new that they have decided they would like to have from a job.	
	16.12 - 16.13 Write at least three occupational values. Call these your old values. Add a new value. Review the weighting process with students. Weight your new set of values. Discuss how adding one value changes the weights of the others. Have students copy their values (not weights). Add their new value and reweight.	
Program steps for computing ideal job score (10.2)	16.14 Review process for computing ideal job score. Have students compute new ideal job score.	
Old ideal job score	16.15 Refer student to P.O. 10.3 for their old ideal job score. Have them copy it.	
	16.16 Have students compare old and new ideal job scores and discuss why there is a change.	
Prepared Statement.	16.17 Write format sentence: By adding (number of new values) I have (raised, lowered) my ideal job score. Rewrite sentence in completed form. Have students write completed sentence using information from step 16.16.	

OBJECTIVE 16.2 USING HIS WEIGHTED VALUES FROM P.O. 16.1 AND THE FAVORABILITY SCALE, THE LEARNER WILL USE ADDITION AND SUBTRACTION TO DETERMINE A NEW JOB SCORE FOR HIS FIRST JOB ALTERNATIVE.

PRINCIPLE If I can determine a new job score, then I can reevaluate my job, so that I can see if the job still fits me.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Review: favorability signs compute	16.21 Copy your occupational values and weights from P.O. 16.1 on your new decision making chart.	Information from P.O. 16.1. Decision Making Chart. Pencil
	16.22 Assign favorability signs to your job for each of your occupational values.	
	16.23 Use addition and subtraction to compute a new job score for your first job alternative.	

16.0 REEVALUATION OF OCCUPATION WITH REGARD TO CHANGE OF VALUES.

PRINCIPLE If you can reevaluate your job, then you can see if the job fits you when your values change, so that you can always choose a job that's right for you.

TCHR MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
Overhead Transparency of Decision Making Chart	16.21 Read and write Step 16.21. Do 16.21. Have students do Step 16.21.	
	16.22 Review process for assigning favorability signs. Do 16.22. Have students do 16.22.	
	16.23 Review process for computing job score. Have students compute Job Score.	

OBJECTIVE 16.3 USING HIS REEVALUATED INFORMATION ABOUT HIS FIRST JOB CHOICE FROM P.O. 16.1 AND 16.2 THE LEARNER WILL USE DIVISION, MULTIPLICATION AND % TO FIND HIS NEW FAVORABILITY SCORE AND COMPARE IT WITH THE SCORE FROM P.O. 10.4.

PRINCIPLE If I can compute my new favorability score and compare it with the old, then I will know if this job is more or less suitable for me, so that I can decide whether to pursue it.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS fraction numerator denominator divide multiply favorability score % ideal score compare All of the above have been discussed and defined in earlier objectives.	16.31 Write a fraction using your job score from 16.2 as the numerator and your new ideal job score from 16.1 as the denominator.	Job Score from step 16.23 and Ideal Job Score from step 16.14.
	16.32 Divide the numerator by the denominator to get a decimal fraction.	paper pencil
	16.33 Multiply your answer by 100 and add a "%" sign.	
	16.34 Make the statement: My new favorability score is ____% of my ideal score.	
	16.35 Compare the answer from step 16.34 with answer from step 10.43.	Job favorability scor from step 10.43.
	16.36 Make a statement: My (old or new) favorability score is better for me than my (old or new) favorability score because _____.	

GOAL 16.0 REEVALUATION OF OCCUPATION WITH REGARD TO CHANGE OF VALUES.
P.O. 16.3

PRINCIPLE If I can determine if a job is suitable for me, then I can decide whether or not to get or keep this job, so that my job life is satisfactory.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATION
A prepared example such as Job Score 75, Ideal Job Score 90.	16.31 Tell students to find their Job Score from step 16.23 and Ideal Job Score from step 16.14. Show a job score and ideal score and review their meaning. Form a fraction $\frac{\text{Job Score}}{\text{Ideal Score}}$ e.g. $\frac{75.}{90}$	
Prepared example e.g. $90\overline{)75.00}$ .83 72.0 3.00 2.70 30	16.32 Tell students to change the fraction to its decimal form by dividing ideal score)job score e.g. $90\overline{)75}$. Remind and show students that they must place a decimal point and annex two zeros behind their job score e.g. $90\overline{)75.00}$. Show how to complete division and remind them to ignore any remainder that may occur.	
.83 x 100 = 83.00 or .83 x 100 = 83. = 83 therefore .83 = 83%	16.33 Remind and model for student, that to change a decimal to a percent you multiply by 100 and add a % sign.	
	16.34 Point out format in student step 16.34 and show a completed statement using your above example.	
Format example prepared using above example. An additional job favorability score such as 72%	16.35 Compare this job favorability score from step 16.33 to your old job favorability score from step 10.43.	
Prepared statement.	16.36 Write a comparative statement about the two job favorability scores using format statement as shown in student step 16.36.	

OBJECTIVE 17.1 USING AT LEAST TWO OF HIS SOURCES FROM P.O. 6.3, THE LEARNER WILL DETERMINE AT LEAST TWO JOBS WHICH ARE PROMOTIONALLY RELATED TO HIS FIRST OCCUPATIONAL ALTERNATIVE.

PRINCIPLE If I can use my sources to determine two promotional possibilities for my chosen job, then I can explore these two jobs, so that I can see if they fit me better than my original job.

VOCABULARY	STUDENT PROCEDURE -(DO STEPS, EXERCISES, ETC)	MATERIALS
FACTS & CONCEPTS Promotional possibility- A higher level related job which may be available as the result of any given job.	17.11 Write down name of one information source which will give you information about your first job alternative. (Use information sources from P.O. 6.3.)	
	17.12 Locate the source named in step one.	
	17.13 Using your source of information, complete this sentence: "If I am a (first job alternative), then I may become a (one promotional possibility).	
	17.14 Repeat steps one through three, using a different information source.	
	17.15 Rewrite this sentence: Two promotional possibilities for my job are _____ and _____.	

PRINCIPLE If you can explore two new jobs, then you can see if they fit you better than your first job, so that yo can determine if you might need more or different training than you had first decided.

TCHR. MATERIALS	TEACHER PROCEDURE-(TELL, SHOW, DO METHODS	NOTES & EVALUATIO
	17.11 Tell students to locate information source lists from P.O. 6.3. Have several examples in the room and a transparency. They are the specific sources of information.	
Library or other resource center.	17.12 Using a source of information such as the Occupational Outlook Handbook, show students how you would look for a job title. (This is a review.) Look up a job title. Give students question, "If I am a _____, what can I become?"	
	17.13 Tell students to look under headings such as opportunities for advancement) for information about promotional possibility. Discuss term: Promotional possibilities. Give several oral and written examples of these for a given job. Write format sentence on board, and use a job title and resource to fill in blank.	
	17.14 Remind students they must use two different information sources and two statements for their job title.	
	17.15 Write format sentence on board. Fill in with appropriate information. Have student give another example.	

APPENDIX A

TEST QUESTIONS

MODULE I TEST I

Terminal
Obj. Measured

1.1 1. Write 10 questions using the format "Who____(verb)____", and answer each of the questions with at least 2 job titles.

2.1 2. List and classify at least 20 jobs under each of the headings People and Things.

3.1 3. Make a chart which has 4 categories under People jobs and place at least 5 jobs in each category.

3.2 4. Make a chart which has 4 categories under Thing jobs and place at least 5 jobs in each category.

MODULE II TEST II

4.1 1. Make a chart which contains all 8 categories under People and Things and 5 educational levels. Show how you would use numbers to determine your favored cell.

MODULE III TEST III

6.1 1. List at least 5 people and 5 other job information sources.

2. List your 2 job titles and list at least 4 specific job information sources for each.

MODULE IV TEST IV

7.4 1. Make a Job Requirement Chart, develop a question for each cell and provide a quantified answer for each question.

MODULE V TEST V

Terminal Obj. Measured

8.1 1. List at least 3 quantified values under each of 3 headings.

10.2 2. Make a Career Decision Making Chart and compute a job score for at least 2 jobs.

3. Compute your ideal job score.

4. Compute your job favorability score for each of 2 jobs and make a statement which describes what your numbers mean.

MODULE VII TEST VII

12.1 1. Make a self evaluation chart and rate yourself on each of 3 job skills.

13.1 2. Identify a skill which you do not have and write a program that you would use to learn how to do the skill.

14.1 3. Write a principle for each of at least 3 job skills.

MODULE VIII TEST VIII

15.2 1. Using a Career Decision Making Chart, explain how new information can affect favorability of a job.

MODULE IX TEST IX

16.3 1. Using a Decision Making Chart, show and explain how a change in values can affect your job favorability score.

17.1 2. List at least 2 promotional possibilities for your first job alternative.

APPENDIX B

STUDENT-TEACHER PROGRESS CHARTS

STUDENT'S PROGRESS CHART

THIS PROGRESS CHART FOR CAST BELONGS TO _____

THINK STEP: IF I CAN CHECK THE FINAL LINE

THEN THESE CAREER SKILLS WILL BE MINE.

P.O. #	Steps											
1.1	1.11	1.12	1.13	1.14								
2.1	2.11	2.12	2.13	2.14								
3.1	3.11	3.12	3.13	3.14	3.15	3.16						
3.2	3.21	3.22	3.23	3.24	3.25							
4.1	4.11	4.12	4.13	4.14	4.15	4.16						
4.2	4.21	4.22	4.23	4.24	4.25	4.26						
5.1	5.11	5.12	5.13	5.14	5.15	5.16						
5.2	5.21	5.22	5.23	5.24	5.25	5.26	5.27					
6.1	6.11	6.12	6.13									
6.2	6.21	6.22	6.23	6.24	6.25							
6.3	6.31	6.32	6.33	6.34								
7.1	7.11	7.12	7.13	7.14	7.15							
7.2	7.21	7.22	7.23	7.24	7.25							
7.3	7.31	7.32	7.33	7.34	7.35	7.36						
7.4	7.41	7.42	7.43	7.44	7.45	7.46						
8.1	8.11	8.12	8.13	8.14	8.15							
9.1	9.11	9.12	9.13	9.14	9.15	9.16						

STUDENT PROGRESS CHART FOR CAST (Con.)

P.O.#	Steps											
10.1	10.11	10.12	10.13	10.14	10.15	10.16	10.17					
10.2	10.21	10.22	10.23	10.24	10.25	10.26	10.27					
10.3	10.31	10.32	10.33	10.34	10.35							
10.4	10.41	10.42	10.43	10.44	10.45	10.46	10.47					
11.1	11.11	11.12	11.13	11.14	11.15							
11.2	11.21	11.22	11.23	11.24	11.25	11.26	11.27	11.28	11.29	11.211	11.212	
11.3	11.31	11.32	11.33	11.34	11.35	11.36	11.37	11.38				
11.4	11.41	11.42	11.43	11.44	11.45	11.46	11.47	11.48	11.49			
12.1	12.11	12.12	12.13	12.14	12.15	12.16	12.17					
13.1	13.11	13.12	13.13	13.14								
13.2	13.21	13.22	13.23	13.24	13.25	13.26						
14.1	14.11	14.12	14.13									
15.1	15.11	15.12	15.13	15.14	15.15							
15.2	15.21	15.22	15.23	15.24	15.25							
16.1	16.11	16.12	16.13	16.14	16.15	16.16	16.17					
16.2	16.21	16.22	16.23									
16.3	16.31	16.32	16.33	16.34	16.35	16.36						
17.	17.11	17.12	17.13	17.14	17.1							

TEACHER'S P.O. #

PROGRESS CHART

Students Name	Module I			Module II				Module III				Module IV				Module V					
Possible Steps	1.1 (4)	2.1 (4)	3.1 (6)	3.2 (5)	4.1 (6)	4.2 (6)	5.1 (6)	5.2 (7)	6.1 (7)	6.2 (5)	6.3 (4)	7.1 (5)	7.2 (5)	7.3 (6)	7.4 (6)	8.1 (5)	9.1 (6)	10.1 (7)	10.2 (7)	10.3 (5)	10.4 (7)
1.																					
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3.																					
4.																					
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6.																					
7.																					
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9.																					
10.																					
11.																					
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14.																					
15.																					
16.																					
17.																					
18.																					
19.																					
20.																					

P.O. #	Module VI				Module VII				Module VIII		Module IX										
Possible Steps	11.1	11.2	11.3	11.4	12.1	13.1	13.2	14.1	15.1	15.2	16.1	16.2	16.3	17.1							
Students Name	(5)	(12)	(8)	(9)	(7)	(4)	(6)	(3)	(5)	(5)	(7)	(3)	(6)	(5)							
21.																					
22.																					
23.																					
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35.																					
36.																					
37.																					
38.																					
39.																					
40.																					

APPENDIX C

STUDENT-TEACHER TEST RESULT CHARTS

STUDENT TEST RESULTS CHART

Name _____

Module	Question	Pre	Post	Gain
One	1			
	2			
	3			
	4			
Two	1			
Three	1			
	2			
Four	1			
Five	1			
	2			
	3			
	4			

STUDENT TEST RESULTS CHART (Con.)

Name _____

Module	Question	Pre	Post	Gain
Seven	1			
	2			
	3			
Eight	1			
Nine	1			
	2			

TEACHER TEST RESULTS CHARTS

CAST MODULE I RECORD SHEET

Student Names	Question 1			Question 2			Question 3			Question 4		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												

CAST MODULE I RECORD SHEET (Con.)

Student Names	Question 1			Question 2			Question 3			Question 4		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												
26.												
27.												
28.												
29.												
30.												
31.												
32.												
33.												
34.												
35.												

CAST MODULE II RECORD SHEET

Student Names	Question 1		
	Pre	Post	Gain
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			

CAST MODULE II RECORD SHEET (Con.)

Student Names	Question 1		
	Pre	Post	Gain
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			

CAST MODULE III RECORD SHEET

Student Names	Question 1			Question 2		
	Pre	Post	Gain	Pre	Post	Gain
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						

CAST MODULE III RECORD SHEET (Con.)

Student Names	Question 1			Question 2		
	Pre	Post	Gain	Pre	Post	Gain
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						
31.						
32.						
33.						
34.						
35.						

CAST MODULE IV RECORD SHEET

Student Names	Question 1		
	Pre	Post	Gain
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			

CAST MODULE IV RECORD SHEET (Con.)

Student Names	Question 1		
	Pre	Post	Gain
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			

CAST MODULE VII RECORD SHEET

Student Names	Question 1			Question 2			Question 3		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									

CAST MODULE VII RECORD SHEET (Con.)

Student Names	Question 1			Question 2			Question 3		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									

CAST MODULE V RECORD SHEET

Student Names	Question 1			Question 2			Question 3			Question 4		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gai
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												
17.												

CAST MODULE V RECORD SHEET (Con.)

Student Names	Question 1			Question 2			Question 3			Question 4 -		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
18.												
19.												
20.												
21.												
22.												
23.												
24.												
25.												
26.												
27.												
28.												
29.												
30.												
31.												
32.												
33.												
34.												
35.												

CAST MODULE VIII RECORD SHEET

Student Names	Question 1		
	Pre	Post	Gain
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			

CAST MODULE VIII RECORD SHEET (Con.)

Student Names	Question 1		
	Pre	Post	Gain
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			

CAST MODULE IX RECORD SHEET

Student Names	Question 1			Question 2		
	Pre	Post	Gain	Pre	Post	Gain
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						

CAST MODULE IX RECORD SHEET (Con.)

Student Names	Question 1			Question 2		
	Pre	Post	Gain	Pre	Post	Gain
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						
31.						
32.						
33.						
34.						
35.						

APPENDIX D

TEACHER SELF EVALUATION CHART FOR LESSON PLAN

TEACHER SELF EVALUATION CHART FOR LESSON PLAN

Directions:

1. Examine your lesson plan.
2. Identify at least one student performance for each of the cells on the chart.
3. Write the student performance in the proper cell.

1. Think Step "What did I have my students do (physically, intellectually, emotionally) through tell, show, and do?"
2. Think Step "Does my lesson plan fill at least two thirds of the cells on the chart?"

	Physical	Intellectual	Emotional
Tell			
Show			
Do			

APPENDIX E

EXPANSION AND INTEREST AREA CHART

Goal _____

P.C. _____

PEOPLE JOBS

JOB EXPANSION CHART

Name _____

Date _____

	PEOPLE JOBS			
	Business (Contact)	Service	Education	Recreation
More than 4 years of college				
4-year college				
2-year college or training				
High School diploma				
Less than high school				

My favored cell of occupations is _____ (educational level) in _____ (interest area).

My least favored cell of occupations is _____ (educational level) in _____ (interest area).

Goal _____

P.O. _____

THING JOBS

JOB EXPANSION CHART

Name _____

Date _____

	THING JOBS			
	Business (Detail)	Technology	Science	Outdoor
More than 4 years of college				
4-year college				
2-year college				
High School diploma				
Less than High School				

APPENDIX F

PHYSICAL, INTELLECTUAL AND EMOTIONAL REQUIREMENTS LISTS

Goal_____ Name_____

P.O._____ SAMPLE PHYSICAL REQUIREMENT LIST Date_____

(Be) Age - The age required to begin or to keep a job. (How old?)

Weight - The amount of weight I have to have to get or keep a job. (How heavy?)

Height - The number of feet and inches I am. (How tall?)

(Do) Flexibility - The amount of time I must spend bending any part of my body. (How flexible?)

Speed - The amount of time I must spend to complete a certain task. (How fast?)

Body Position - The amount of time I must spend in one position. (How long?)

Mobility - The amount of time I must spend moving a part or all of my body. (How often?)

Strength - The amount of time I must exert much energy. (How strong?)

Traveling - The amount of time I must spend away from my home. (How much?)

Personal Appearance - The amount of time I must spend in a certain type of dress. (How long?)

Endurance - The amount of time I must spend doing a tiring task. (How long?)

Working Conditions - The amount of time I must spend in any physical situation. (How long where?)

Cleanliness - The amount of time I must spend with clean hands and clothes. (How clean?)

Salary - The amount of time I must work to [illegible] the money I want. (How much?)

Goal _____

P.O._____

Name_____

Date_____

SAMPLE INTELLECTUAL REQUIREMENTS LIST

Math Skills - The amount of time I must spend using mathematics.

Reading Skills - The amount of time I must spend reading.

Knowledge - The amount of time I must spend to gain new information.

Writing - The amount of time I must spend producing written information.

Speaking - The amount of time I must spend giving oral information to others.

Listening - The amount of time I must spend in receiving oral information from others.

Decision Making - The amount of time I must spend in choosing between two or more courses of action.

Planning - The amount of time I must spend to do a task.

Organization - The amount of time I must spend classifying and arranging materials or information.

Learning - The amount of time I must spend gaining new skills.

Creativity - The amount of time I must spend in thinking up new ideas or producing new things.

Goal _____

P.O._____

Name _____

Date_____

SAMPLE EMOTIONAL REQUIREMENTS LIST

Patience - The amount of time I must spend controlling my temper.

Persistence - The amount of time I must spend on one task without giving up.

Attitude - The amount of time I must spend showing interest in my work.

Commitment - The amount of time I must spend doing tasks that I know will make my job better.

Motivation - The amount of time I must spend working without someone encouraging me.

Independence - The amount of time I must spend without someone telling me what to do.

Responsibility - The amount of time I must make decisions which affect others.

People Contact - The amount of time I must spend working with other people.

Service - The amount of time I must spend doing something for other people.

Competition - The amount of time I must spend trying to do a better job than my fellow workers.

APPENDIX G

JOB REQUIREMENT - JOB DESCRIPTION CHARTS

Goal _____

P.O. _____

JOB REQUIREMENT CHART

Name _____

Date _____

Physical	Intellectual	Emotional

Goal _____

P.O. _____

JOB DESCRIPTION CHART

Name _____

Date _____

Job Title _____

Job Question	Physical	Intellectual	Emotional
Who does the job?			
What does (he,she) do?			
Where do they do it?			
When do they do it?			
Why do they do it?			
How do they get to do it?			

APPENDIX H

PHYSICAL, INTELLECTUAL AND EMOTIONAL VALUES LISTS

Goal_____

P.O._____

Name_____

Date_____

SAMPLE PHYSICAL VALUES LIST

(Do)

Flexibility - The amount of time I want to spend bending any part of my body. (How flexible?)

Speed - The amount of time I want to spend to complete a certain task. (How fast?)

Body Position - The amount of time I want to spend in one position. (How long?)

Mobility - The amount of time I want to spend moving a part or all of my body. (How often?)

Strength - The amount of time I want to exert much energy. (How strong?)

Traveling - The amount of time I want to spend away from my home. (How much?)

Personal Appearance - The amount of time I want to spend in a certain type of dress. (How lonb?)

Endurance - The amount of time I want to spend doing a tiring task. (How long?)

Working Conditions - The amount of time I want to spend in any physical situation. (How long where?)

Cleanliness - The amount of time I want to spend with clean hands and clothes. (How clean?)

Salary - The amount of time I want to work to make the money I want. (How much?)

Goal _____

P.O._____

Name_ _____

Date_____

SAMPLE INTELLECTUAL VALUES LIST

Math Skills - The amount of time I want to spend using mathematics.

Reading Skills - The amount of time I want to spend reading.

Knowledge - The amount of time I want to spend to gain new information.

Writing - The amount of time I want to spend producing written information.

Speaking - The amount of time I want to spend giving oral information to others.

Listening - The amount of time I want to spend in receiving oral information from others.

Decision Making - The amount of time I want to spend in choosing between two or more courses of action.

Planning - The amount of time I want to spend to do a task.

Organization - The amount of time I want to spend classifying and arranging materials or information.

Learning - The amount of time I want to spend gaining new skills.

Creativity - The amount of time I want to spend in thinking up new ideas or producing new things.

Goal_____

P.O._____

Name_____

Date _____

SAMPLE EMOTIONAL VALUES LIST

Patience - The amount of time I want to spend controlling my temper.

Persistence - The amount of time I want to spend on one task without giving up.

Attitude - The amount of time I want to spend showing interest in my work.

Commitment - The amount of time I want to spend doing tasks that I know will make my job better.

Motivation - The amount of time I want to spend working without someone encouraging me.

Independence - The amount of time I want to spend without someone telling me what to do.

Responsibility - The amount of time I want to make decisions which affect others.

People Contact - The amount of time I want to spend working with other people.

Service - The amount of time I want to spend doing something for other people.

Competition - The amount of time I want to spend trying to do a better job than my fellow workers.

APPENDIX I

DECISION MAKING CHART

Goal _____

P.O. _____

DECISION MAKING CHART

Name _____

Date _____

Job Title _____

Quantified Values	Weights	Favorability Signs	Wt•FS +	Wt•FS -	
Physical					(Do math here.)
Intellectual					
Emotional					
			+Total	-Total	Make statement here:
			Job Score Total _____		

APPENDIX J

PHONE CONTACT PROGRAM

Name _____

PHONE CONTACT PROGRAM

Date _____

Step:

1. Write down name, address and telephone number of contact.
2. Dial number.
3. Ask to speak to contact person.
4. Tell him (her) your name.
5. Tell him where you go to school.
6. Tell him you are studying his job and need more information.
7. Tell him your teacher (name) suggested that you call him.
8. Ask him if you can interview him at his place of work sometime within the next few weeks.
9. Ask him if you can watch him do some of the things that he does on his job.
10. If he says, "Yes", proceed to Step 12.
11. If he says, "No", go back to Step 1 and repeat until you find a willing contact.
12. Ask him when you can interview him.
13. Write down the time _____ ____.
14. Ask him where you will interview him.
15. Write down the place.
16. Ask him how to get there.
17. Write down the directions.
18. Repeat all information to him and ask him if it is correct.
19. Thank him for talking to you.
20. Say good-bye.
21. Hang up phone.

APPENDIX K

PRE-INTERVIEW PROGRAM CHART

Goal _____

P.O. _____

PRE-INTERVIEW

PROGRAM CHART

Name _____

Date _____

	Physical	Intellectual	Emotional
Day Before			
Night Before			
Morning of			

APPENDIX L

JOB SKILLS, SELF EVALUATION AND STEP CHART

JOB SKILLS CHART

G.a. _____

P.O. _____

Name _____

Date _____

Job Title _____

	Job Skill 1	Job Skill 2	Job Skill 3
What does the person do? (Skill)			
When does he do it?			
Where does he do it?			
Why does he do it?			
How well does he have to do it?			
How much time does he spend doing it?			
What are some steps he goe[illegible]trough while he [illegible] it?			

SELF EVALUATION

CHART

Goal _____

P.O. _____

Name _____

Date _____

3.	1st Job Skill	2nd Job Skill	3rd Job Skill
2.			
1.			

Make statement here:

STEP CHART

Name _____

Date _____

Step 1. Observe someone performing the skill.

(Job Skill)

TEACHING SKILLS DIAGNOSTIC CHECKLIST

APPENDIX B
Observational Checklist

ater: Date: Time: to

eacher's Name: Grade Level: Subject:

of of Lesson:

ve	Skills	R	O	P	E	S
	Time					
	A. Methodology					
0	T Tell					
0	TS Tell & Show					
0	TD Tell & Student Do					
0	SD Show & Student Do					
0	TSD Tell, Show & Student Do					
	Summary					
	B. Content Develop.					
0	F Facts					
0	C Concepts					
0	p Principle - If - Then					
0	S Skill - Observable - Measurable					
0	Think Step					
	Summary					
	C. Strategies					
0	None					
0	Memory - Recall					
0	E Exploration - Analyze					
0	U Understanding - Relate					
0	A Action - Problem Solving					
	Summary					
	D. Attending					
0	No Eye Contact - not square					
0	Eyes not square - not close - no lean					
0	Eyes not square - 13-15 ft. - lean forward					
0	Eyes not square - 12 ft. - lean forward					
0	Eyes square - close enough to touch - lean forward					
	Summary					
	E. Responding					
0	No feeling or content					
0	Content					
0	Feeling & Content					
0	Goal					
0	Program					
	Summary					
	F. Reinforcement					
0	O Neutral					
- 0	Negative & Neutral					
+	Positive					
+0	Positive & Neutral					
)	Positive - Negative - Neutral					
	Summary					
	. Class Management					
	D O P C L					

NOTES

Strongest Area: _____

Area Just Below 3: _____

Goal: _____

Program: _____

HUMAN

# of training sessions conducted	-Latino Guidance Program-Interpersonal Skills Training & Program Dev. Skills -School building engineers - 30 - IPS Discrimination Skills Training -Family Skills Training - Church - 20 - IPS Training -Religious Ed. Teachers Program - 20 - IPS Training -Adult Religious Ed. - 20 - IPS Training -Delivered Interpersonal Skills to about 180 7th grade students to the level appropriate for their situation.
# of people trained	-60
# of people given consultant help	-Have worked with my principal all year in developing his own human skills. he has suggested in-service for the entire staff. -Have used the skills in my dealing with parents on at least 20 occasions. -principals - 7 -friends and -university - 9 -students - 200 outside the district - 10
# of requests for information by phone	3
# of requests for information by mail	15
# of presentations requests	
# of people presented to	
# of conferences attended	
# of programs developed or revised	-Developed 3 new human programs.

APPENDIX C
Anecdotal Information

personal	-I became more aware of moving to the action stage in counseling, rather than just listening and advision. -My enthusiasm grew and different professionals questioned me about the Carkhuff HRD Model, such as school nurse, teacher-consultant, psychologist, social worker, etc. and other administrators. -I feel better prepared and more aware of my observing, listening, attending and responding skills when communicating with every human being-my aged mother, my husband, my daughter, etc. and I know I am interpreting a more exact feeling. -I feel a greater respect and a deeper importance placed upon my opinions, feelings and decisions on the part of my husband. He really listens to what I have to say in a matter that makes me feel that I know whereof I speak. -My role in my church grew as I took stands and had the confidence to be me. -5-minute speech in the worship service to promote our annual Pledge drive - raising money for budget. -Represented the middle-aged faction of our membership on the Contemporary Worship Committee - supported, planned and presented a Contemporary Worship experience which was well received. -Became an active member of the Worship Committee. -Gave a presentation at the Christmas program for our United Methodist Women. -I realized the value of confrontation with individuals was a necessary part of resolving a problem in some cases. -For the first time in my life I feel a part of a philosophy which brings out the best in me and helps me to grow each day as a complete individual, physically, intellectually, and emotionally.

EDUCATION

#of training sessions conducted	-Taught 7-8 people from Bloomfield Hills program development skills to help them in designing new programs. -Delivered workshop in program development ot Pontiac Administrators (50) ? at beginning of school year. -Trained 6 Madison teachers Educational delivery skills. -Inservices for teachers - 150
# of people trained	-500
#of people given consultant help	-Consulted with over 200 visitors, 10 projects including: university professors, principals, evaluators, counselors, teachers -Assisted 3 teachers in writing educational programs. -Assisted each of 10 trainers on average of 5 times in developing programs -Administrators requested and respected my opinions on important matters, and acted upon my recommendations. -Staff members sought my assistance in writing P.O.s in '73-74. -I feel I am a better discriminator of what good teaching really is - experiencing the ROPES method and using the evaluation scale. -The decision-making model became real to me as I explained the process to different people who could use it in making important life decisions. (My daughter in choosing a graduate school). -I have kept my principal aware of the Educational delivery skills. He began to apply them to a design for substitute lesson plans for all teachers. -Assisted new teacher in designing lessons at skill level.
# of requests for information by phone	3 -Call from Mason for more information on Learning Center.
# of requests for information by mail	5
# of presentation requests	-Asked to present 3 times before school district management team. -Secured adoptation of HRD Development System Model by school district. -100% increase in efficiency in planning meetings. -Used the Leader to Detractor Scale in our learning center and explained this scale to parents to describe their child's behavior.
# of people presented to	
# of conferences attended	-Conferences - Attended an average of 3 per year.

# of programs developed or revised	-Physical programs developed and implemented: self-2 others-10 -Co-designed and co-directed Learning Center at Madison based on Carkhuff Living, Learning and Working Model. Increased both quantity and quality of services to Madison students of varying skill levels
	-Developed materials and directed curriculum design meeting for Wilson-Madison -Reading and language arts planning session for 1974-75/to design program which incorporates 6th and 7th grade students. -New programs development - 10 -Old programs development - 7
personal	-Began Doctoral Program. -Nominated for Outstanding Young Woman of the Year. -Took 30 hours of Post Graduate Credit -Professional Comm. Membership Inc. 100% -Professional Organizations - inc. membership 100% - av. membership - 4 org. -I have realized that the systematic approach to any phase of growth or living is the best way to work. Attendance at professional mts. 100% - Av. 5
writing	-Published - 2 newspaper articles, 1 journal article

CAREE

# of training sessions conducted	10
# of people trained	190
# of people given consultant help	-principals - 25 -teachers - 150 -parents - 13 -friends - 10 -university people - 12
# of requests for info. by phone	143
# of requests for info. by mail	120
# of presentation requests	87
# of people presented to	342
# of conferences attended	-NEA conference on racism described CAREER program to Shirley McCune and assistants particular application to women and blacks. -Attended APGA pre-convention workshop - delivered Human and Career skills to 14 people directly and 400 people indirectly. -Attended APGA convention.
# of programs developed or revised	-An existing program (MAP) became a piece of the learning center designed to meet needs of 15 talented kids. Changed from attitude based program to skill based program.
	- Designed whole program based on CAST skills.
personal	-Encouraged me to deliver the career skills in a program called M.A.P. (Madison Awareness Program). -Investigating the possibility of installing a version of CAST as part of the 6th grade curriculum for next year. -Received ASCA National Research Award for '73-'74 for part in research on CAST -Presented Career Skills program to MSU class in curriculum - 15 people - graduate class.
writing	

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